DOCUMENT RESUME

ED 206 951 CG 015 389

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TITLE Expanding Career Options: A Model Sex Equity Program. Participant Guide.
INSTITUTION Macomb County Intermediate School District, Mount Clemens, Mich.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE 80
NOTE 95p.; For related document, see CG 015 388. Some pages may not reproduce clearly.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Development; Individual Needs; *Inservice Teacher Education; Nontraditional Occupations; Objectives; *Planning; Program Evaluation; *Program Implementation; School Personnel; *Sex Fairness; Teacher Workshops; *Training Methods

ABSTRACT

This guide is designed to assist local school district personnel in planning, developing, and implementing sex equity programs to expand students' career and vocational options, especially in nontraditional areas. The activities and materials in this participant manual are coordinated with a two-day inservice training session for teams of educators, e.g. an administrator, counselor, vocational educator, media specialist, and subject area teachers from each participating school. The workshop agenda is outlined, followed by a brief statement of goals, activities, readings, program surveys, and workshop evaluation forms. The appendix describes three Ohio Center Field Test Models. (NRB)

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EXPANDING CAREER OPTIONS

A MODEL SEX EQUITY PROGRAM

Developed under a Grant from
Vocational-Technical Education Service
Michigan Department of Education

Participant Guide

WAYNE COUNTY INTERMEDIATE
SCHOOL DISTRICT

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INTRODUCTION

The purpose of this guide is to assist local school district personnel in planning, developing and implementing programs which expand the career and vocational options of youth, especially in nontraditional areas. The activities and materials in the guide are coordinated with a two-day in-service training session for teams of educators from school buildings. This team should at a minimum include an administrator, a counselor, vocational educator(s), media specialist and subject area teachers. Once trained, this team will be able to implement an effective sex equity program that will expand career and vocational options.

This package is not meant to be a prescriptive guide, but rather a process which utilizes a variety of material resources that can be adopted or adapted to meet local needs and situations. Hopefully each of the above team members will initiate activities and programs which are coordinated on a building-wide basis. As is the case with any innovation, the implementation teams will utilize their own creativity, ideas and resources.

The two-day training program is best facilitated by trainers who have extensive backgrounds and experience in training and sex equity. However, the awareness section of the program (the first one-half day) could be led by most of the people completing the entire two-day session.

It is hoped that you the participants will enjoy and profit from the training. It will provide you with the resources and ideas to insure equal occupational exploration and training for all youth.

James Mahrt
Director, Expanding Career Options
Wayne County Intermediate School District

Joyce Fouts
Coordinator, Expanding Career Options
Wayne County Intermediate School District

AGENDA

Expanding Career Options Workshops

Day 1

8:00	Coffee and Registration
8:30	Welcome and Introduction of Trainers
	Warm-Up: If I were . . .
	Introduction of Participants
	Overview of Workshop Goals and Agenda
	Review of the Action Plan
	Filmstrip - "Expanding Roles in a Changing World"
	Work Force Quiz - To Test Your Knowledge Base
	The Cost of Sex Bias
	Break
	Film - "When I Grow Up"
	Sex Bias vs. Sex Discrimination
	Examples of Sex Bias in Schools
	Old Problems Rooted in Sex Bias
12:00	Lunch
	Career Life Line
	Decision-Making Alternatives
	Value Voting
	Nontraditional Vocational Opportunities
	Student Recruitment Strategies
	Reflections
3:00	Adjourn

AGENDA

Expanding Career Options Workshops

Day 2

8:00	Coffee and Sharing
8:30	Review and Overview for the Day
	Warm-Up: Tangles
	Effects of Sex Bias on Males
	Power of Language
	ECO Curriculum Overview
	Feedback on Curriculum Model
	Resource Round Robin on Sex Equity Materials A. Freestyle Project B. Caro Project C. State Materials on Sex Equity
12:00	Lunch
	Nontraditional Role Model Demonstration
	Work on Action Plans
	Program Evaluation
	Workshop Evaluation
3:00	Adjourn

WORKSHOP GOALS:

The goals of the two-day inservice sessions are:

1. To identify and understand facts and situations which cause or reinforce stereotyping of occupations.
2. To explore resources (materials and people) that can be used to help students and staff explore equal career opportunities for both sexes.
3. To design an action plan for combating the problem in your school

These goals will be met through several application activities using materials from several exemplary sex-equity programs.

Name: Terri Handlin

Page ___ of ___

School: Forest Hills Central/Northern Grand Rapids

Class: Acct./DP, Coordinating

Hour: _____

EXPANDING CAREER OPTIONS ACTION PLAN

OBJECTIVE: To reach and infuluence Co-op Staff Development, classroom influence, school staff development, MI Coordinators Conference

ACTIVITIES/ASSIGNMENTS	(People, Materials RESOURCES and Forms)	WHO DOES WHAT	COMMENTS	BEGIN	END
Administer the work force quiz to co-op staff at weekly meeting.	Work force information quiz	Terri-Michelle administer		2/23	
Present to Building Level Instructional Council my ideas on how to reach the general staff.	Possibly administer work force quiz. Or - general discussion about project. What we should do as a council.	Terri-Administer	Next meeting	ASAP	
Chose and administer to my classes one of the awareness projects.	Coat of arms, work force quiz, program survey	Teacher	1-2 hour presentation	Week of 5/24	
Work with Jack Humbert in administering Career Option materials to the Michigan Vocational Coordinators at summer conference	A Model Sex Equity Program	Jack, Tah, Michelle	1 1/2 hour presentation	6/18/80	

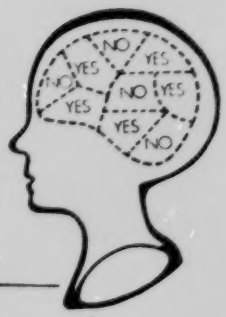
Expanding Career Options
Program Principles

Team Approach

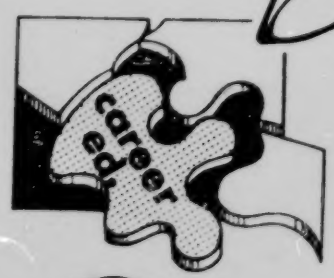
Balance of Males and Females

Experiential (hands-on) Approach

Both Affective and Cognitive Focus



Career Education Context



Emphasis on Trust-building

What is Sex-role Stereotyping?

One way of looking at sex-role stereotyping is that it is something that limits what both men and women can do to fulfil their potential. When the term "sex-role stereotyping" is used it frequently reflects to the roles a man or woman is expected to follow in our society. Language, images, and attitudes all can convey sex-role stereotyping. Some examples of sex-role stereotyping by attitude are:

1. men should not cry in front of others...
2. women should not worry about careers-after all, they are only waiting to find a husband...

The other terms used in this unit are "traditional" and nontraditional." These terms also describe expectations about the roles both men and women have in our society. Traditional refers to that set of ideas about the functions of men and women which have been accepted and promoted by society in the past. Nontraditional means assigning roles to women that had been acceptable for men in the past, and assigning roles to men that had been acceptable for women.

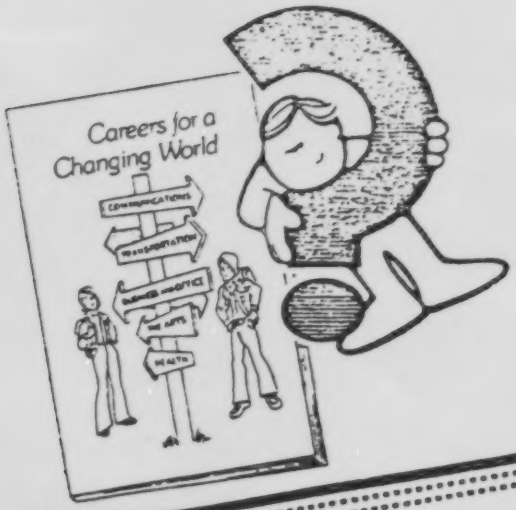
Sex-role stereotyping can be learned in many ways. Often attitudes about the careers men and women are permitted to follow are learned through the family, mass media, school, or even history. For instance, learning about sex-role stereotyping begins at an early age. In children's storybooks, pictures and stories illustrate males playing the important or dominant role while females are taking minor roles.

While watching television, a child can learn that men's careers include doctors, lawers, executives, and police officers. Women are generally shown as nurses, secretaries, or teachers. This gives children the idea that there are certain careers for men and certain careers for women.

In everyday language, sex-role stereotyping is apparent in the songs, commercials and films we listen to and the newspapers and magazines we read. For example, the word "house-wife" is taken to mean that it is assumed that only females will be homemakes. "Fireman" and "repair-man" indicate that only males do these jobs.

Looking at jobs with a nontraditional eye will help you to see that both males and females have interests and skills that allow them to do almost any type of work.

New Career Realizations
EVO Materials 1979



WORK FORCE QUIZ

PLEASE CIRCLE THE CORRECT ANSWER

1. What percent of jobs in America will enable one person to support a family? (1)
   a. 40
   b. 50
   c. 60
   d. 70

2. Of all married women, approximately ____ are in the work force. (1)
   a. 10%
   b. 45%
   c. 60%
   d. 80%

3. Married women, on average, hold jobs outside the home for ____ years. (1)
   a. 5
   b. 10
   c. 15
   d. 25

4. ____ out of 10 married women will be employed outside the home for a significant amount of time. (1)
   a. 3
   b. 5
   c. 6
   d. 9

5. What percent of the American families fit the "traditional" model of a working father, stay-at-home mother and one or more children. (3)
   a. 34%
   b. 45%
   c. 52%
   d. 13%

6. According to a study in Michigan conducted on 500 adolescent boys and girls seeking clinical help, ____ were boys. (3)
   a. 37%
   b. 55%
   c. 76%
   d. 85%

7. For every dollar a man earns in 1980 a woman earns ____. (3)
   a. 97¢
   b. 83¢
   c. 78¢
   d. 59¢

8. Around ____ of all engineers and physicians in the United States are men. (4)
   a. 45%
   b. 65%
   c. 75%
   d. 95%

9. The median income of fully-employed women who have earned a college degree is approximately equal to that of the median income of fully employed men with a/an _____ education. (4)
   a. 8th grade
   b. high school
   c. college
   d. graduate

10. Of the 23,000 occupations listed in the Dictionary of Occupational Titles 1/3 of all working women can be found in _____ of these occupations.(4)
   a. 7
   b. 396
   c. 3,481
   d. 15,216

Sources of Data:

1. U.S. Dept. of Labor, 1979, Try It, You'll Like It
2. U.S. News and World Report, "Families", June 16, 1980
3. The Psychiatric Disorders of Childhood, Charles Shaw, p. 64
4. Project BORN FREE, University of Minnesota

Name: "WORK FORCE QUIZ"

Purpose

Students will become aware of the current myths about sex differences and occupational stereotyping and acquire knowledge of the facts necessary to dispel them.

Setting

Total group, grades 7 through adult

Material

Copy of "Work Force Quiz"

Time

1 Hour

Process

Explain the purpose of the strategy. Pass out to each workshop participant a copy of "U.S.A. Work Force Information Quiz" and ask them to fill in their best estimates of the correct answers. After everyone has completed the quiz, the group members should reach a consensus on which answers are correct, discussing both the answers and the reasoning which led them to their conclusions. The consensus answers should be posted on the blackboard or a piece of newsprint before the correct answers are posted. Reactions to any unexpected results, etc., should then be discussed by the group and considered in the context of existing and ideal career patterns and choices for women and men as well as differing perspectives on what might be ideal. Present and discuss the answers. Summarize.

Note: Facilitator should periodically update questions and statistics for credibility and impact. See Cost of Sex Bias (following the Work Force Quiz) for additional statistics in the academic, psychological, family and physical areas.

Answers: 1-a, 2-c, 3-d, 4-d, 5-d, 6-c, 7-d, 8-d, 9-a, 10-a

Project BORN FREE
University of Minnesota

THE COST OF SEX BIAS IN SCHOOLS

Girls

ACADEMIC

- Girls start out ahead of boys in speaking, reading and counting. In the early grades, their academic performance is equal to boys in math and science. However, as they progress through school, their achievement test scores show significant decline. The scores of boys, on the other hand, continue to rise and eventually reach and surpass those of their female counterparts, particularly in the areas of math and science.[1]
- In spite of performance decline on standardized achievement tests, girls frequently receive better grades in school. This may be one of the rewards they get for being more quiet and docile in the classroom. However, this may be at the cost of independence and self-reliance.[2]
- Girls with special educational needs (gifted and learning disabled) are far less likely to be identified and nurtured than boys with similar special educational needs.[3]

PSYCHOLOGICAL AND PHYSICAL

- As boys and girls progress through school, their opinions of boys become higher while their opinions of girls become lower. Both boys and girls are learning that in our society, boys are worth more.[7]
- Although women achieve better grades than men, they are less likely to believe that they can do college work. In fact, of the brightest high school graduates who do not go on to college, seventy to ninety percent are women.[8]
- By high school, young women demonstrate a decline in commitment to their work and their future potential. This decline is related to their feeling that boys disapprove of a woman using her intelligence.[9]
- Tests reveal that the majority of female and male college students report that the characteristics traditionally associated with masculinity are more valuable and more socially desirable than those characteristics associated with femininity.[10]
- In athletics, females also suffer from sex bias. In 1974, for example, women's athletic budgets in the nation's colleges were equal to only two percent of the men's budgets.[11]

CAREERS AND FAMILY RELATIONSHIPS

- By the middle elementary school years, girls are able to identify only a limited number of potential careers, and even these fit stereotypic patterns. Boys, on the other hand, can identify many potential occupations, and unlike girls, they are able to describe the nature of these careers in detail.[17]
- Although the common perception is that most women will work in the paid labor force only until they get married or have children, the typical twenty-five year old woman will have two children and work for a total of 34 years. Women who are single, divorced or separated will work an average of 41 years. (The work expectancy for men is also 41 years.) Few school programs, however, treat the career preparations of girls with the same seriousness and commitment afforded to boys.[18]
- Over ninety percent of the girls in our classrooms will work in the paid force for a part or most of their lives, although their school training has prepared them for only a few, low paying positions.[19]
- Many young women exhibit conflict over combining career and family roles. School programs rarely offer female students help in resolving this conflict.[20]

Partially as a result of the career counseling and preparation girls receive in school, they suffer severe economic penalties:

- Over forty percent of families headed by women live below the poverty level.[21]
- A woman with a college degree will typically earn less than a male who is a high school dropout.[22]
- The typical working woman will earn 59 cents for every dollar earned by a male worker.[23]
- Minority women earn even less, averaging only fifty percent of the wages earned by white males.[24]
- In contrast to the popular belief that things are getting better for female workers, since 1954 the gap between the wages earned by men and women has not gotten smaller. In fact, in the last 25 years this gap has almost doubled.[25]

Boys

ACADEMIC

- Boys are almost four times as likely to have reading problems as are girls.[4]
- Boys are over sixty percent more likely than girls to be grade repeaters.[5]
- Among boys and girls of equal I.Q., boys are more likely to receive lower grades than girls. Even boys who score as well or better than girls on achievement tests are more likely to get lower grades in school.[6]

PSYCHOLOGICAL AND PHYSICAL

- Society socializes boys into an active, independent and aggressive role. But such behavior is incongruent with school norms and rituals that stress quiet behavior and docility. This results in a pattern of role conflict for boys, particularly during the elementary years.[12]
- Boys are taught stereotyped behaviors earlier and more harshly than girls; there is a twenty percent greater probability that such stereotyped behavior will stay with them for life.[13]
- Conforming to the male sex role stereotype takes a psychological toll. Boys who score high on sex-appropriate behavior tests also score highest on anxiety tests. Boys are more likely to have emotional problems than are girls, and statistics indicate a higher male suicide rate.[14]
- Males are less likely than females to be close friends with one another. When asked, most males identify females as their closest friends.[15]
- The strain and anxiety associated with conforming to the male sex role stereotype also affects boys physically. Males are more likely to succumb to serious disease or be victims of accidents or violence, and the average life expectancy of men is eight years shorter than women.[16]

CAREERS AND FAMILY RELATIONSHIPS

- Teachers and counselors advise boys to enter sex stereotyped careers and limit their potential in occupations like kindergarten teacher, nurse or secretary.[26]
- Many boys build career expectations that are higher than their abilities. This results in later compromise, disappointment, and frustration.[27]
- Both at school and at home boys are taught to hide or supress their emotions; as boys and as men they may find it difficult or impossible to show feelings towards their family and friends.[28]
- Boys are actively discouraged from playing with dolls (except those that play sports or wage war). Few schools provide programs that encourage boys to learn about the skills of parenting. Many men, through absence and apathy, become not so much parents as "transparents." In fact, the most common perception children have of their father is that of punishing agent.[29]

For further information or assistance please contact:

Wayne County Intermediate School District
Expanding Career Options Project
Joyce Fouts/James Mahrt
(313) 326-9300

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NOTES

[1] Eleanor Maccoby and Carol Jacklin, "Sex Differences in Intellectual Functioning" in Eleanor Maccoby (ed) *The Development of Sex Differences*. Stanford: Stanford University Press, 1974.

[2] *Ibid.*
Patricia Cross, "College Women: A Research Description," *Journal of National Association of Women Deans and Counselors*, Vol 32, no. 1 (Autumn 1968), pp 12-21.

[3] P.H. Gillespie and A.H. Fink, "The Influence of Sexism on the Education of Handicapped Children," *Exceptional Education*, Vol 41, 1974, pp 155-162. J.R. Mercer, *Labelling the Mentally Retarded* (Berkeley: U. of California Press) 1973. J.S. Renzulli & C.H. Smith, "Two Approaches to Identification of Gifted Students," *Exceptional Children*, Vol 43, 1977.

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[6] Nancy Frazier & Myra Sadker, *Sexism in School and Society* (New York: Harper & Row), 1973, p. 92.

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[8] *Facts About Women in Education*, WEAL, Washington, D.C. 1976.

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[15] M. Komarovsky, "Patterns of Self-Disclosure of Male Undergraduates," *Journal of Marriage and the Family*, Vol 36, 1974, pp 677-686. Joseph Pleck, "Male-Male Friendship: Is Brotherhood Possible?" in M. Glazer (ed.) *Old Family/New Family: Interpersonal Relationships*, Van Nostrand Reinhold, 1975.

[16] Waldron *op. cit.*

[17] Robert O'Hara, "The Roots of Careers," *Elementary School Journal*, Vol 62, no. 5 (February 1962) pp 277-280.

[18-25] The findings concerning the economic status of women came from a variety of sources, including: "20 Facts on Women Workers" *op. cit.* Also U.S. Dept. of Commerce, Bureau of the Census; U.S. Dept. of H.E.W. National Center for Social Statistics; U.S. Dept. of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration. Walter Slocum and Roy Bates, "Attractiveness of Occupations to High School Students," *Personnel and Guidance Journal*, Vol 46, no. 8 (April 1968), pp 754-761. Linda Bremmer, "The Condition of Women in Society Today: A Review - Part I," *Journal of National Association of Women Deans and Counselors*, Vol 33, no. 1 (Autumn 1969), pp 18-22.

[26-27] Robert O'Hara, "The Roots of Careers," *Elementary School Journal*, Vol 62, no. 5 (February 1962), pp 277-280. Frazier and Sadker, *op. cit.* Joseph Pleck and Robert Brannon, "Male Roles and the Male Experience," *Journal of Social Issues*, Vol 34, no. 1, 1978. Slocum and Boles *op. cit.*

[28] S. Jourard, *The Transparent Self*, (New York: D. Van Nostrand) 1971. M. Komarovsky, *Dilemmas of Masculinity: A Study of College Youth*, Norton, 1976. Herb Goldberg, *The Hazards of Being Male: Surviving The Myth of Masculine Privilege*, New York: Nash, 1976.
E. Powers and G. Bultena, "Sex Differences in Intimate Friendships of Old Age," *Journal of Marriage and The Family*, Vol 38, 1976, pp 739-747.

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DISTINGUISH BETWEEN SEX DISCRIMINATION AND SEX BIAS

Discrimination we define as that which is against the law. Anything illegal must be obvious, because you have to be able to prove it happened. Discussion of the law should be limited to a few preliminary minutes, sufficient to make clear people's legal responsibilities and rights.

In doing this, you'll want to identify the major requirements of Title IX (Are programs open to both sexes? Is there equal athletic and physical education opportunity?) and Title II of the Vocational Amendments, which mandates awareness programs in addition to prohibiting discriminations.

Bias is the unconscious underlying network of assumptions that says men and women are and should be different, not only physically, but also in their personalities, abilities, and occupations. We are all biased - - only a few of us intentionally discriminate.

Understanding bias leads to understanding how we unconsciously shape our students and ourselves. We can analyze how we bend other people out of shape to meet our preconceptions; and also learn how we develop positive traits, such as independence in boys, and nurturance in girls, so that they can be extended to everyone.

Attacking Discrimination	Understanding Bias
attacks only the symptoms	addresses causes
addresses only those who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness, can intrigue, excite, even fascinate
encourages the "compliance hostility action	encourages positive investigation which is consistent with teachers' own goals as educators
redresses wrongs	opens opportunities
appeals to women's sense of outrage, to men's sense of altruism or guilt	appeals to everyone's sense of self-development
benefits mostly women	benefits men and women equally

OLD PROBLEMS, PARTLY ROOTED IN SEX STEREOTYPES

- Reading problems for boys.
- Math avoidance for girls.
- Discipline problems, vandalism, expulsion for boys "proving manhood."
- Sexual promiscuity in girls.
- Sexual promiscuity in boys.
- Early, sometimes deliberate, pregnancy in girls seeking an identity.
- A confusion in sexual identity for girls or boys who do no fit the stereotypes.
- Sexual exploitation of those who do fit.
- Male athletes exploited financially or socially, at expense of academic studies.
- Girls physically incompetent.
- Loss of talent where students of either sex avoid or are channeled away from inherent abilities.
- Work poorly done where either are pressured into work they are unsuited for.
- Depression in women and men who hate their work.
- Heart attacks and ulcers in men.
- Divorces caused by conflict between needs of real world and stereotyped marriage roles.
- Family violence growing out of distrust and hostility between women and men, or the pressure of impossible stereotypes.

Are there any issues here of concern to you? We would love to promise that eliminating sex bias would also eliminate all reading problems and all divorces! Nevertheless, rigid assignment of different roles and different temperaments for women and men does have a direct bearing on all of these problems, and may at the very least suggest new and more effective ways of approaching them.

WHY JOHNNY CAN'T READ--WHEN JENNY CAN!

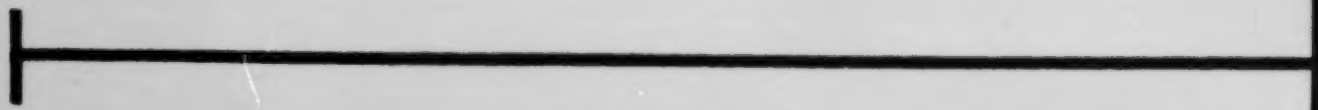
A test administered to compare the reading achievement of fourth and sixth grade students of the United States and Germany revealed some surprising data about sex differences in learning. In both grades and on all tests, the means of American girls exceeded those of American boys. In the German sample the reverse was true! Furthermore the superior achievement of German boys over German girls is consistent with the findings of an earlier, similar study of Schultze in Hamburg.

In his article, Preston states, "The apparent superiority of German boys to German girls--a situation quite unfamiliar to American educators--may be due to those not easily identified elements in German culture which result in the easy ascription of reading and learning to the normal activity of the male." The teaching body of Germany is predominantly male which provides boys with male role models while learning to read. In contrast the reading teachers in the United States are predominantly female so reading is often associated with femininity. The implications of this study indicate a need for more male role models for students, especially in elementary school. There is a need for more male teachers and aides, volunteer tutors from the community, older boys as tutors, and a need to communicate widely the importance of male family members reading with young boys.

Note: This discussion is based on the following article:

Reading Achievement of German and American Children, Ralph C. Preston, School and Society, October, 1962, pp. 350-354.

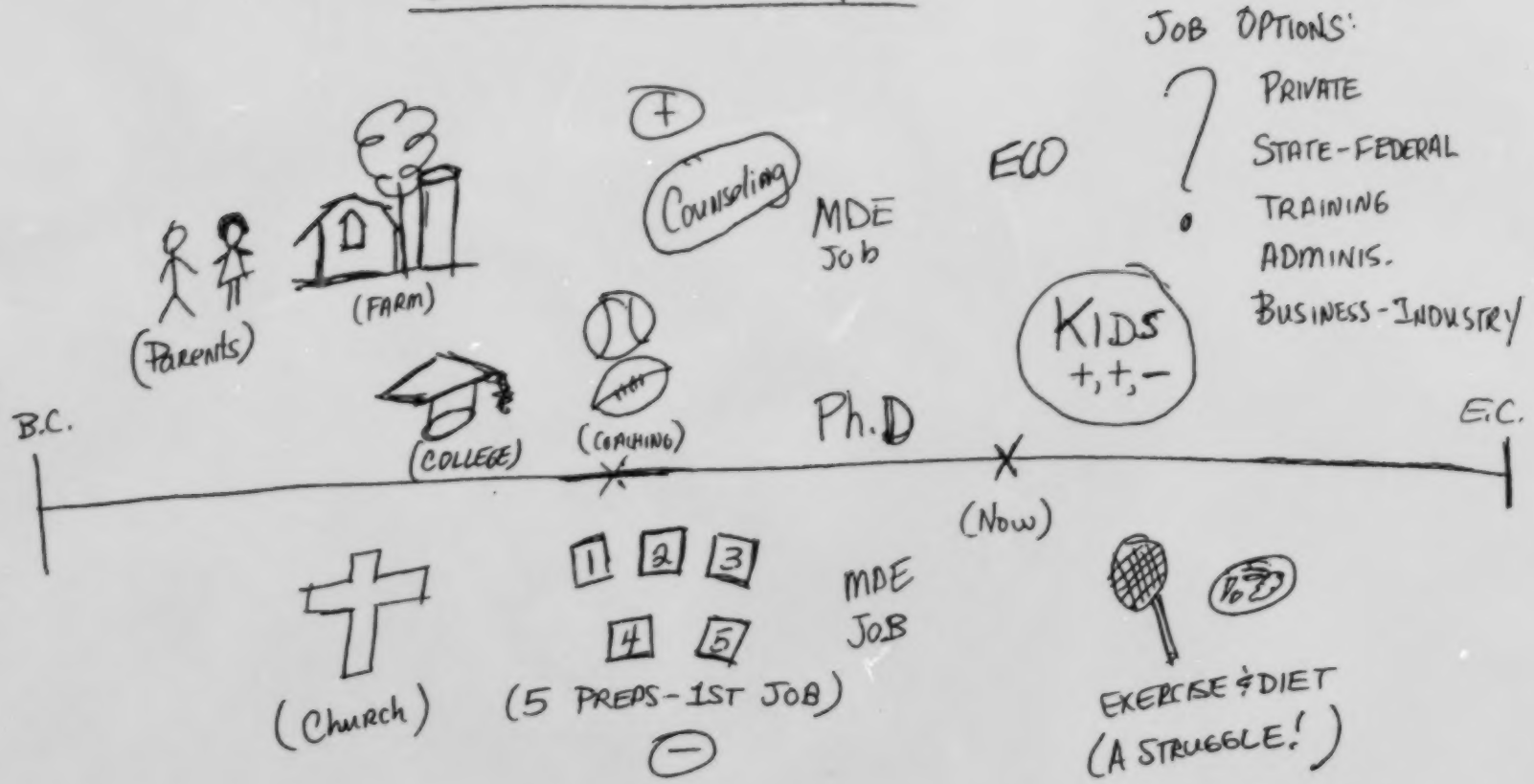
CAREER LIFELINE



- = worst decision
+ = best decision
! = when the greatest risk was taken
x = obstacle which kept you from doing something you wanted to do
? = critical decision coming up

23

Career lifeline Example



-17-

APPLYING DECISION MAKING TO CAREERS

The decision-making steps are intended to provide students with a model which can be utilized in making choices of any kind. It is hoped that students will be left with a feeling of openness regarding their occupational options. To achieve this, all five steps of the decision-making process will be presented, but students will not be expected to implement all five components at this time.

Lead the students to see that they make decisions all of the time. The decisions vary in type and degree, but they all involve making a choice. Some examples include choosing what to wear, determining the best way to spend some birthday money and deciding whether to skip a class. Focus on each question and have students recall specific things they have done this week to answer them. The comments that follow can help guide your discussion.

STEP I: BECOME AWARE OF DECISION-MAKING SITUATIONS

1. What kind of job would I like? Learning about careers has been the main point all week.

2. Why did I select this particular occupation? Socialization, sex-role stereotyping, traditional jobs, jobs which are available because of our society's needs are all factors contributing to the selection process.

3. What do I want most out of life? By exploring various life roles and career options, students have become aware of some of their values.

STEP II: CHECK OUT ALTERNATIVES

1. How do I feel about nontraditional occupations? Exposure to the realm of nontraditional occupations gave students some alternatives.

2. What are the good and bad points of each possible occupational choice? Students have become aware of how their personal interests and goals relate to the requirements of various occupations through use of the MOIS.

3. What are your needs and values (interests and hobbies)?

STEPS III, IV AND V: GATHER INFORMATION, DECIDE AND PICK A PLAN OF ACTION AND CARRY OUT PLAN OF ACTION

Students should be reminded that they have laid the groundwork for completing the last three steps. The door has been opened and they are now faced with more job options than ever before. Gathering Information, Step III, is a must if meaningful choices are to be made. By visiting the library and asking questions, students can assist their decision-making. Step IV requires students to narrow their choices and to think about what they need to do to prepare for the occupation they have selected. College is just around the corner, and it is not too soon to give thought to the courses and programs which would be beneficial in pursuing a career (Step V). Emphasize that this decision-making process is a continual one and that carrying out Step V will be done over a period of time.

WHAT IS A GOOD OR POOR DECISION?

Have you ever made a poor decision? Try to think right now of one poor decision you have made. Maybe you will think about the worst decision you ever made or your most recent poor decision or some "secret" poor decision. In any event,think about the poor decision now.

Why do you consider it a poor decision?

When most people say a decision is poor, they mean the result was not what they wanted. "It didn't turn out the way I thought it would." "The outcome wasn't good." "Things didn't happen right."

Good decision-making will minimize the possibility of getting an unfavorable outcome, but it cannot eliminate that possibility. The best protection you have against an undesired outcome is a good decision.

One of the first lessons in decision-making is to learn to make the distinction between a poor decision and a poor outcome - or the distinction between a decision and an outcome.

A decision is the act of a person in choosing, selecting, and deciding among several possibilities based on his or her judgements.

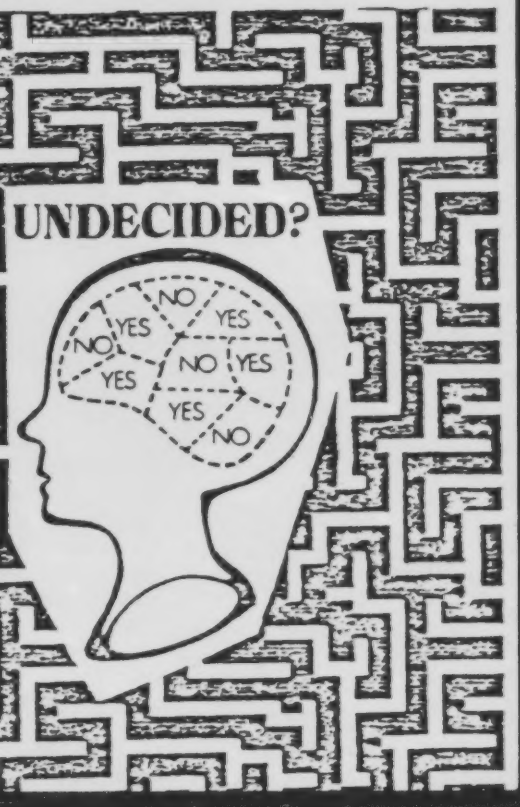
An outcome is the result, consequence, or aftermath of that perons's act or decision.

The important difference is that a person has direct control over the decision, not the outcome. If you make a good decision, it will not guarantee a good outcome, because you cannot control the outcome. However, learning how to make good decisions will increase your chances of getting good outcomes. So, what is a good decision?

A good decision, as defined here, is one in which the skills of decision-making are used to choose the alternative that is best according to the decision-maker's preferences. It requires the application of certain skills, for example the ability to clarify values, to acquire appropriate information, and to assign consequences.

In other words, the "goodness" of a decision is based on how it is made, not on how it turns out. You evaluate the decision when it is made, not later, when the consequences are known.

Adapted from:
Decisions and Outcomes,
H.B. Gelatt, B. Varenhorst,
R. Carey, and G. Miller.



DECISION MAKING STRATEGIES

A strategy is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. One study of high school students found the following types of personal decision-making strategies most commonly used.

IMPULSIVE

Little thought or examination, taking the first alternative, "don't look before you leap."

FATALISTIC

Letting the environment decide, leaving it up to fate, "It's all in the cards."

COMPLIANT

Let someone else decide, following someone else's plans, "anything you say."

DELAYING

Taking a moratorium, postponing thought and action, "cross that bridge later."

AGONIZING

Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

PLANNING

Using a procedure where the end result may be satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."

INTUITIVE

A mystical preconscious choice, based on "inner harmony," "it feels right."

PARALYSIS

The decider accepts responsibility but is unable to approach it, "can't face up to it."

Adapted from:
Deciding, H.B. Gelatt, B. Varenhorst, R. Carey.

WHICH STRATEGY?

Think about the students in your school and about the typical decisions you make each day. How would you answer the following questions related to the eight commonly used decision making strategies just described?

A. Which strategy do you think is most common?

_____

B. Which strategy do you think is least common?

_____

C. Which strategy do you use the most?_____

_____

D. Which strategy is easiest?_____

E. Which strategy is best?_____

F. Which strategy do you think most adults would prefer?_____

_____

WHICH STRATEGIES WOULD YOU APPLY TO THESE SITUATIONS?

A. Deciding to go out for football instead of having free time after school during the fall and winter._____

_____

B. Deciding not to fight with your mother about when you are to come in at night after a party._____

C. Deciding to drop orchestra to take study hall after one quarter of the school year._____

_____

D. Deciding to "sneak out" to see the friends your parents dislike._____

_____

E. Deciding to drop a friend who is being made fun of by other kids at school.

_____

Adapted from: Deciding, H.B. Gelatt,
B. Varenhorst, and R. carey

(Case Study)

Kim: conflicting values

Kim is thinking about dropping out of the program for a Master of Business Administration in the middle of her first quarter. She got married in the summer to a young man working on a master's degree in art. She did well in her undergraduate major, psychology, but the courses she now has in accounting, quantitative analysis, economics, and statistics present material that is interesting but new to her. She is having to study a great deal, even at times when her new husband wants her to spend time with him. She feels that after she graduates the jobs she might get will be even more demanding on her time. She wants to have a family. She is getting more and more behind because of the demands of housework and entertaining friends. She decided to major in business because of satisfying jobs she has had in retailing and office work, because she likes competition and the chances for success, and because of the availability of jobs for women in the area. She talks with her professors who encourage her to continue. One even suggests that if her husband goes into freelance art she may need to work. If she drops out, she is thinking about getting a teaching certificate so she can get jobs if her husband moves around and so she can move in and out of the world of work.

Describe the value conflicts Kim is experiencing: _____

_____

Consider these statements:

Marriage and career do not mix.
Working is acceptable only if it does not interfere with home responsibilities.
The man should be the primary breadwinner of the family.
Women with small children should not work.
Teaching is a more practical field than business for women.

Can you identify other conflicts? _____

_____

_____

What decision do you think Kim should make? Why? _____

_____

_____

What are some values that appear important to Kim? _____

_____

_____

By making the decision you think she should make, what might be some of the results, both favorable and unfavorable, that Kim might have to face?

_____

_____

_____

_____

_____

_____

_____

How did you resolve those conflicts? _____

_____

_____

What were some of the results? _____

_____

_____

Would you do it the same way now? Why? _____

_____

_____

VALUE STATEMENTS FOR VALUE AUCTION

1. Do you feel more like a rose or a daisy?
2. Are your more like a file cabinet or a liquor cabinet?
3. Would you vacation at the sea or in the mountains?
4. Would you have wine or beer with your dinner?
5. What's more acceptable? A female welder or a male secretary?
6. If your car broke down and you had your choice of two service stations, would you go to the one that had a female mechnaic or the one that had a male mechanic?
7. What's more acceptable? A woman who stays at home to rear her children and accepts ADC or a woman who chooses to work and hires someone to care for her children?
8. If a man is working to support the family, he has a right to expect his wife to stay at home while the children are young.
9. A woman can have a career while raising a family.
10. Husbands and wives have equal responsibility to support the family.
11. Females should be actively recruited into nontraditional vocational programs like auto mechanics and drafting.
12. Males should be actively recruited into nontraditional vocational programs like child care and secretarial.
13. Working women are taking jobs away from men who want to work.
14. Men are better at handling money than women.
15. Women work for the same reasons men do.
16. If you had to choose, it would be more important for males to receive job training than females.
17. Which is more acceptable? A female drafts person or a male hair stylist?
18. Vocational educators have the primary responsibility for recruiting both males and females into nontraditioanl vocational areas.
19. A school should not require a student to explore nontraditional vocational or career areas.
20. Schools should actively inform parents about nontraditional career and vocational opportunities for their children.

FEWER POOR, HANDICAPPED SERVED BY VOCATIONAL EDUCATION (Cont.)

vocational education courses are traditionally classified in the following nine areas: agriculture, distribution, health, consumer and homemaking, occupational home economics, industrial arts, office occupations, technical, trade and industrial.

Of the total 17.27 million vocational education students in 1978-79, some 3.7 million took consumer and homemaking courses, 3.5 million chose office occupations, and 3.4 million selected trade and industrial programs.

Sex, Race Stereotyping The NCES data reveal vocational education enrollment is still stereotyped by race and sex. Except for the distribution field, programs have between 75 percent and 90 percent of their enrollments comprised of one sex.

Men still make up the bulk of enrollments in industrial arts, technical, trade and industrial and agricultural programs. Women still make up most students in home economics, health and consumer and homemaking courses.

Still, NCES found some progress for women in nontraditional fields. Female enrollment in agriculture increased from 5.3 percent to 17.3 percent between 1972 and 1978. During that same period, NCES shows only a 3.8 percent increase in women students, from 11.6 percent to 15.4 percent, in trade and industrial fields.

"The persistence of patterns of single sex concentration by program area is echoed by enrollments of minorities," Wulfsberg said. Black female enrollment is high in consumer and homemaking, 30.2 percent, and home economics, 31.2 percent.

More Data Black male enrollment is disproportionately high at 23.8 percent in the trade and industrial area. They are underrepresented in the agriculture and technical areas, according to NCES.

The NCES data showed overall federal support for the vocational education enterprise has declined, with federal money supporting 17.5 percent of the total vocational education costs in fiscal 1972 and just 8.5 percent in fiscal 1978.

Subcommittee Chairman Carl Perkins, D-Ky., called that information "alarming" and suggested the federal government may be shirking its responsibility. He said Congress may have to appropriate $1.5 billion to keep federal spending for vocational education at the fiscal 1972 level.

Staffing NCES reported the total number of vocational educators has increased by more than 50 percent between 1972 and 1978, growing from 236,000 to about 354,000 instructors.

Traditional Fields The center found male teachers are in the great majority in such fields as agriculture, distribution, technical, trade and industrial, and industrial arts. Female teachers hold sizable majorities in the health, occupational, home economics, office occupations, and consumer and homemaking programs.

NCES estimates some 88.3 percent of nearly 19.6 million vocational students enrolled in programs administered under the Vocational Education Act in the 1978-79 school year. Vocational education enrollments are reported to NCES through a national reporting and accounting system set up under the 1976 amendments.

The tables on the following two pages compare vocational education enrollments by sex, program and grade level.

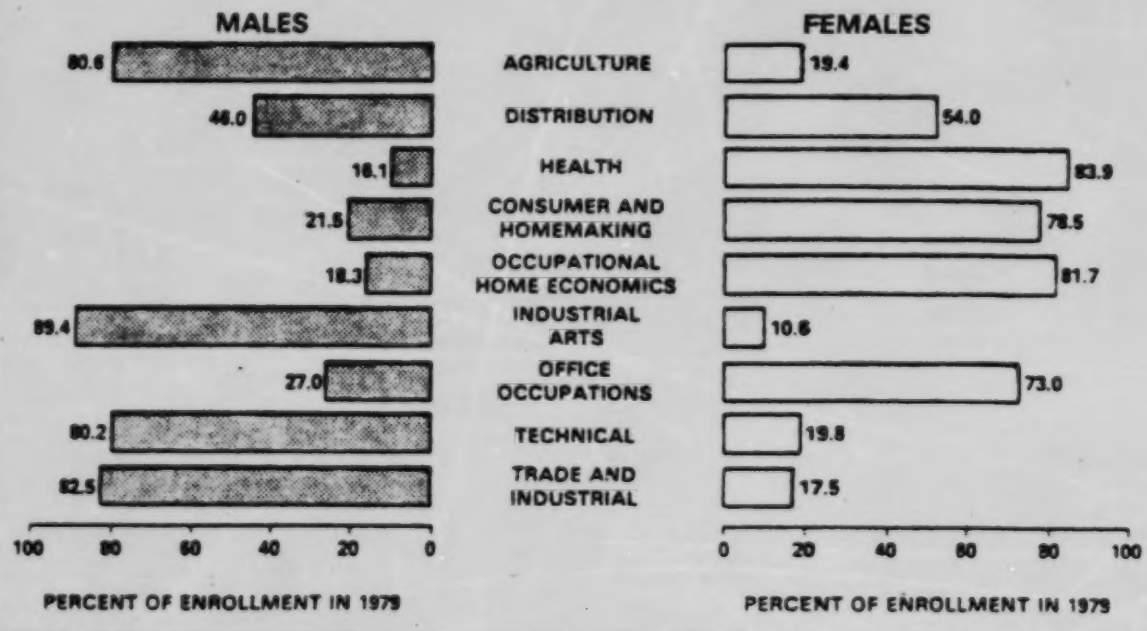
Number and percent change in reported enrollments (VEA), by program area: 1977-78 to 1978-79

Program area	Enrolled in 1977-78	Enrolled in 1978-79	Percent change 1977-78 to 1978-79
All programs	16,704,926	17,268,042	3.4
Agriculture	1,006,542	971,726	-3.5
Distribution	962,009	942,057	-2.1
Health	758,808	798,520	5.2
Occupational home economics	459,590	589,878	28.3
Office occupations	3,312,475	3,469,134	4.7
Technical	527,681	484,076	-8.3
Trade and industrial	3,402,722	3,436,089	1.0
Consumer and homemaking	3,659,441	3,710,246	1.4
Industrial arts	1,492,790	1,683,902	12.8
Other	1,122,868	1,182,414	5.3

Enrollments in occupationally specific vocational education programs (VEA), by program area and level: 1978-79

Program area	Total	Grades 11–12	Postsecondary	Adult (long-term)	Adult (short-term)
Total	7,708,857	3,040,449	1,871,974	851,571	1,944,863
Agriculture	488,350	313,492	49,144	21,418	104,296
Distribution	776,014	289,301	222,193	56,189	208,331
Health	600,783	85,290	213,550	95,657	206,286
Occupational home economics	334,018	162,114	53,589	24,676	83,639
Office occupations	2,278,067	1,098,464	615,062	184,160	380,371
Technical	424,184	18,367	291,086	39,602	75,129
Trade and industrial	2,600,520	948,799	392,996	418,852	839,873
Other	206,931	124,622	24,354	11,017	46,938

SEX DISTRIBUTION OF VOCATIONAL STUDENTS IN INSTITUTIONS OFFERING FIVE OR MORE VOCATIONAL PROGRAMS, BY PROGRAM AREA



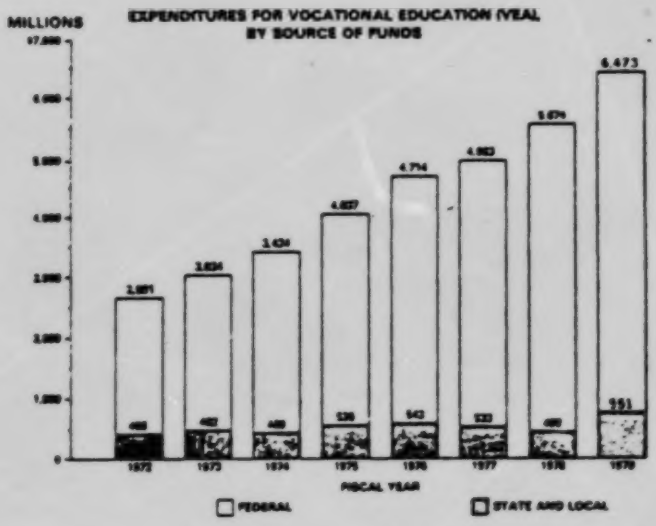
Teachers of vocational education (VEA), by level: fiscal years 1972-1978

Level	1972	1973	1974	1975	1976	1977	1978
			Headcount				
Total (unduplicated)	235,658	243,514	266,220	294,053	309,931	335,301	354,175
Secondary[1]							
Total	131,404	133,620	150,860	164,664	164,050	173,218	183,507
Percent	51.5	50.3	51.1	51.0	50.0	48.8	47.2
Postsecondary[1]							
Total	56,311	58,298	66,776	72,377	76,919	85,564	80,443
Percent	22.1	21.9	22.6	22.4	23.4	24.1	20.7
Adult							
Total	67,242	73,900	77,579	86,132	87,436	95,974	124,586
Percent	26.4	27.8	26.3	26.6	26.6	27.1	32.1
			Full-time equivalents				
Total	175,882	181,694	203,789	222,158	225,469	243,637	264,729
Secondary							
Total	110,796	112,664	127,201	138,840	138,322	146,052	154,728
Percent	63.0	62.0	62.4	62.5	61.3	59.9	58.4
Postsecondary							
Total	39,241	40,626	46,534	50,437	53,602	59,626	56,058
Percent	22.3	22.4	22.8	22.7	23.8	24.5	21.2
Adult[2]							
Total	25,845	28,404	30,054	32,881	33,545	37,959	53,943
Percent	14.7	15.6	14.8	14.8	14.9	15.6	20.4

[1] Headcounts for secondary and postsecondary levels after 1972 are NCES estimates derived by holding the ratio of headcount to F.T.E. constant. If, in fact, the mix between full-time and part-time staff is changing at either level, these figures will be correspondingly in error.

[2] Adult F.T.E. figures are NCES estimates derived by attributing one-third F.T.E. to a part-time instructor.

NOTE: Headcount totals contain some duplication among levels.



Percent of total enrollments in vocational education programs (VEA), by program area and sex: fiscal years 1972, 1977 and 1978

Program area	1972		1977		1978	
	Male	Female	Male	Female	Male	Female
Agriculture	94.7	5.3	85.1	14.9	82.7	17.3
Distribution	54.8	45.2	50.3	49.7	48.6	51.4
Health	15.4	84.6	21.8	78.2	22.1	77.9
Consumer and homemaking	7.9	92.1	18.4	81.6	19.8	80.2
Occupational home economics	14.0	86.0	18.4	81.6	17.5	82.4
Office occupations	23.7	76.3	24.9	75.1	24.4	75.6
Technical	90.3	9.7	83.0	17.0	82.4	17.6
Trade and industrial	88.4	11.6	85.6	14.4	84.6	15.4

Source: United States Department of Health, Education, and Welfare, Division of Vocational and Technical Education, Status of Vocational Education in 1978, 1979.

"BAKERS DOZEN"

Nontraditional Recruitment Strategies

1. Newsletters
2. Bulletin Boards
3. Communiques to Teachers
4. Use of Role Models
5. Individual Case Studies
6. Visitations to Vocational Centers
7. Worker Interviews
8. Field Trips to Nontraditional Career Sites
9. Nontraditional Biographies
10. Individual Counseling Sessions
11. Group Guidance Sessions
12. Internships/Job Shadowing/Follow-Up Reports
13. Direct Appeals to Classrooms via Skits

VOCATIONAL EDUCATION: CONSIDERING SOME ALTERNATIVES

	I would/would not like to try a class in:	I would/would not like to try this class because:	One specific skill that a student might learn in this class is how to:	After completing a program in this area, a student might be prepared to:
Vocational education area				
Agriculture				
Agriculture production				
Agriculture supplies and services				
Ornamental horticulture				
Forestry				
Marketing and Distribution				
Advertising services				
Auto sales				
Floristry				
Food merchandising				
Recreation and tourism				
Transportation				
Health Services				
Dental lab technology				
Nursing (associate degree)				
Environmental health technology				
Medical emergency technology				
Consumer and Homemaking				
Comprehensive homemaking				
Family relations				
Clothing and textiles				
Food and nutrition				
Housing and home furnishings				
Singles living				
Child development				

Vocational Education:
Considering Some Alternatives (Cont.)

	I would/would not like to try a class in:	I would/would not like to try this class because:	One specific skill that a student might learn in this class is how to:	After completing a program in this area, a student might be prepared to:
Vocational education area				
Office Occupations				
Accounting				
Computer technology				
Office machines				
Stenography				
Typing				
Trades and Industry				
Air conditioning				
Appliance repair				
Auto mechanics				
Body and fender repair				
Commercial photography				
Carpentry				
Electricity				
Masonry				
Plumbing and pipefitting				
Sheet metal and welding				
Barbering				
Cosmetology				
Law enforcement training				
Upholstery				
Woodworking				

TRY IT, YOU'LL LIKE IT!: A Student's Guide to Non-Sexist Vocational Education. 1978 Resource Center on Sex Roles in Education. 57p.

NAME: "VOCATIONAL EDUCATION: CONSIDERING SOME ALTERNATIVES"

PURPOSE

To make students aware of all the vocation classes and programs that are offered in their school.

To encourage students to consider vocational classes and programs.

SETTING

Secondary classroom work done individually.

MATERIAL

Worksheet should reflect vocational classes of specific secondary school.

TIME

1 class period

PROCESS

Facilitator provides each student with a copy of "Vocational Education; Consider Some Alternatives." The checklist contains a number of course titles from each of the eight major vocational education program areas. Some of the courses are traditional for males and some are traditional for females. Students will read each course title and indicate whether they would or would not like to try a class on that subject; then see whether they can identify a skill which might be learned in the course and the type of work (inside or outside the home) that a student might be prepared to do after completing the course. Suggested questions to help students process their answers.

1. In what area(s) did you find the greatest number of courses which might interest you?
2. In what areas did you find yourself most familiar with the types of skills which might be gained from the courses listed?
3. Were you most likely to be interested in the areas about which you know most?
4. Do your interests and knowledge reflect patterns which are traditional for your sex?
5. In what courses which are not traditional for for your sex are you most interested?
6. What program areas would you like to investigate further?

PARTICIPANT ASSIGNMENT:

How Sex Bias Affects Males

Female Questions to Brainstorm

1) What makes it tough to be a male in America today?

2) What do women want to know about men?

Male Questions to Brainstorm

1) What makes it tough to be a male in America today?

2) What do men want women to know about men?

WORKSHEET

STEREOTYPED LANGUAGE

1. Chairman
2. Congresswoman
3. Fireman
4. Stewardess
5. Everyone should turn in his report.
6. Man and his world.
7. The pioneers headed west, taking their wives and children to unknown territory.
8. Poetess
9. Man-sized job
10. Housewife
11. Sissy
12. A crying child brings out the mothering instinct in a person.
13. I'll have my girl copy this for you.
14. Opposite sex
15. Dear Sir: (as salutation in a letter)
16. John Jones and Miss Harriet Hopkins organized the fund drive.
17. Mrs. Ricardo Rodriquez
18. Henpecked
19. The lady electrician did a surprisingly good job.
20. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps.

New Pioneers Program, North Carolina State Department of Education, developed by Amanda J. Smith, 1979.

EXPANDING LANGUAGE

Guidelines For Answers

1. Chairman, chairwoman or chairperson may be acceptable, depending on the circumstances. Chairperson should be used if the individual is unknown. ("We will elect a chairperson.") Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." Chairwoman is a good word and using it can have the expansive result of reestablishing woman to mean competent adult, parallel to man.
2. Congresswoman, Congressperson or Representative can be considered in the same light.
3. Firefighter is an alternative to fireman. No one could bear "fireperson"! Also, the expanded word is often stronger and clearer. Fighter is more graphic and more specific than man. Other examples that easily could become a language exercise for students include: police officer, mail carrier, business executive, sales clerk and supervisor (instead of foreman).
4. Airlines have adopted the term flight attendant in recognition of the entry of males into this occupation.
5. His or her report? Her or his report? Don't always put his first. You could say the report, a report or their report. Or recast the sentence: "All reports are due..."
6. Instead of man and his world, one might use humanity or people. The traditional usage gives a one-sided view of history and society.
7. Pioneer families and pioneer men and women are better. (Let's not lump the women and children as objects along with the baggage!)
8. Use poet. Endings of -ess, -ette, -ix or -enne imply that the woman is smaller or a special case. Other examples are usherette and comedienne. Two usages, actor and actress and waitress and waiter, generally are accepted.
9. Try big job or important job. If the remark is being made to a girl, use "woman-sized job" to expand her recognition that women are competent adults. If the remark is being made to a boy praising his adult efforts, it may be okay as is, especially if he also has heard you say "woman-sized job" to his sister.
10. Homemaker is better. Whether male or female, they aren't married to the house.
11. Cowardly? Effeminate? Afraid of getting dirty? Many biased words or phrases not only demean one sex, they also are unclear. The history of sissy is interesting. In times past, it was more customary than now to refer to people in terms of relationships and sissy was baby talk for sister. The short term for brother was buddy. Look at what has happened to those originally parallel terms. One is now a great insult; the other a great compliment.
12. Parenting should be used since the person could be a man or woman.
13. Say secretary, assistant or whatever she is. We have heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls"? Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better if she were 17 and cute than 47 and competent. Girl should be used for women only on those occasions when boy would be used for man (going bowling with the boys/girls).
14. Other sex is better than opposite sex because the latter implies opposition rather than partnership.
15. "Dear Sir or Madam" is the old-fashioned correct term. It now is common to address a title or function: Dear Teacher, Colleague or Friend.

16. John Jones and Harriet Hopkins or Mr. John Jones and Ms. Harriet Hopkins could be used. Courtesy titles should have parallel usage. It now is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."
17. You can use Ms. Maria Rodriquez, Mrs. Maria Rodriquez or leave it as it stands, depending on her preference. Incorrect is Ms. Ricardo Rodriquez unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriquez is that it implies that the woman's previous identity disappears when she marries. There is also the practical problem that Mrs. Ricardo Rodriquez may change her name next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.
18. Pushed around? Dominated? Henpecked carries an additional implication that it is much worse to be dominated by a woman than by a man.
19. "The electrician did a good job" is sufficient. If for some reason it is essential to specify her sex, say woman electrician or female electrician. We wouldn't say "gentleman nurse."
20. Have fun with this one. Principles to look out for: the partners should have equal power and comparable physical descriptions. Is Mr. McAllister a gorgeous redhead with a hairy chest? And Ms. McAllister will have to do something else to those pumps!

Your students may come up with other words or phrases with which they've had trouble. If so, let them brainstorm on finding graceful and acceptable solutions.

From: Amanda Smith, New Pioneers, North Carolina

CAVEMAN STUDY

"Language is our most common tool. It is used in both written and spoken forms. It not only mirrors our thoughts, it also shapes them." Anonymous.

Worrying about language is nitpicking! I don't mind being called chairman!" Her name is legion.

It has been our experience that many people resist language change more than anything else. They will passionately denounce concern with language as trivial, while calmly accepting female brickmasons.

One reason is that language is very personal. Almost anyone feels their own self-expression is much closer to them than some anonymous pioneering woman. "If you ask me to change my language, you ask me to change me."

Second, although many people believe that language is never trivial, that it always mirrors underlying attitudes, it is important to recognize that it is more important in some areas than in others. Perhaps a mature woman will be very little affected by being called chairman, and even justifiably irritated if the work of her committee is derailed by a member who is preoccupied with this issue.

However, as educators we need to consider the impact of words on children as well as on those ambitious to chair committees.

In a study "Cro-Magnon Woman - In Eclipse,"[1] Linda Harrison sought to determine whether the written omission of women led student to interpretational omissions. She wanted to answer the question, "By failing expressly to mention females in discussions of human evolution, are we causing students to exclude females in their interpretations of these discussions? If students believe that the term man and men are synonymous with terms like humans, people, and men and women, then should just as soon visualize males and females while reading any of these terms."

She asked three groups of Junior High science students to draw pictures and assign first names to illustrate seven sentences. Among them were:

---

[1]Harrison, Linda, "Cro-Magnon Women - In Eclipes," The Science Teacher, April 1975.

1. Draw three examples of eary man and the tools you think he used in daily life.

2. The color of hair, eyes and skin of an early man are usually not visible on skull remains. Draw the heads of early men and show what color eyes, hair and skin they had.

3. Draw two early men who had just learned the use of fire, cooking an evening meal.

4. The infants of early man were not able to care for themselves. A long period of nuturing was necessary for survival. Draw some early men (including children) showing situations of nuturing.

Each group received identical sentences, except for the terms referring to people. Survey I used man, men, mankind, he. Survey II used humans, people, they.

Some Results:

1. As we might expect, more women showed up taking care of children and cooking than using tools or farming.

2. Perhaps more surprising, many students drew exclusively males, for all questions, even those which illustrated roles our society believes to be female.

3. None of the students drew exclusively females.

Of the students who drew exclusively males, the percentages were as follows:

SURVEY	I	II	III
Male Students	42%	17%	2%
Female Students	9%	2%	1%

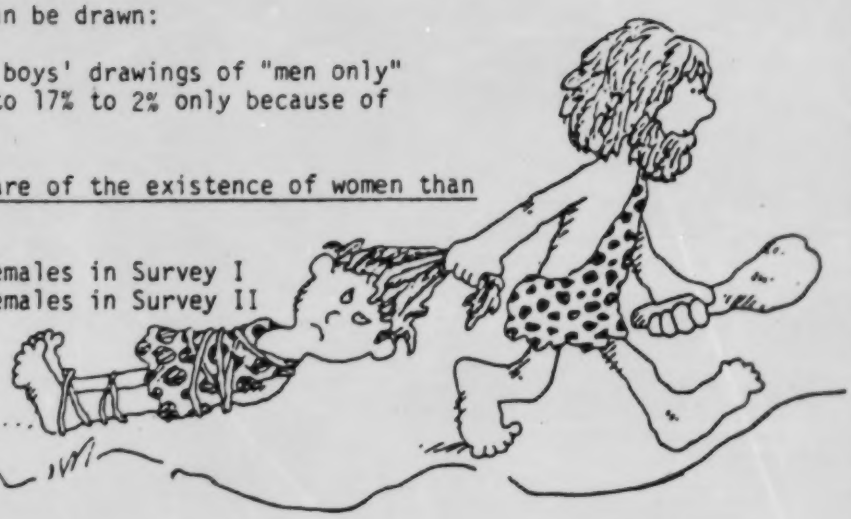
-37- "Women invent the craziest things."

Several conclusions can be drawn:

1. Words do matter: boys' drawings of "men only" changed from 42% to 17% to 2% only because of wording.

2. Girls are more aware of the existence of women than boys. Compare:

   42% males to 9% females in Survey I
   17% males to 2% females in Survey II



3. Words are important, but they aren't everything. One percent of the female students still drew exclusively males despite having three clues to do otherwise: They were instructed to draw women, in roles we consider female. Yet they have so completely absorbed the general societal message that when you say people you mean men that they still omit women entirely.

Betty Tyndall, a North Carolina third grade teacher in Pamlico County, reproduced this study informally. She whispered the instructions to three groups of children asking them to draw a group picture of "cave men", "cave people", and "cave men and women." She did not instruct them to name their drawings, but when they were finished she did ask them to label each figure as man or women, boy or girl.

Results:

Group I was asked to draw cave men, and drew cave men.
Group II was asked to draw cave people, and drew cave men.
Group III was asked to draw cave men and women and drew cave men and women.
Two other things about thsi third group:
- the figures were the same sex as the child doing the drawing
- it was the only group which spontaneously named the figures

Both Harrison and Tyndall conclude that if we want student to visualize both men and women we will have to use both terms. Even sex neutral terms such as people and humanity may imply male images to many people, while deliberately inclusionary terms can help expand children's perceptions of the real world.

Letting students practice expanding biased passages in text books will help overcome their influence, while at the same time increasing students' critical skills and general language facility.

Example:

Exclusive: "Little by little, man learned to change his world and the way he lived in his world. It took many lifetimes." (From Man Changes His World, L. W. Singer Company, Syracuse, Chicago, 1963, p. 16)

Inclusive: "Little by little men and women learned to change their world and the way they lived. It took many lifetimes."

This does not change the content of the paragraph. However, it does give an expanded image and does not leave any doubt that it includes both sexes.

GROUP I QUESTIONS

CAVEMEN

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early man and the tools you think he used in daily life.

2. Draw two early men who had just learned the use of fire, cooking an evening meal.

3. The infants of early man needed love and care in order to survive. Draw some early men caring for their infants.

GROUP II QUESTIONS

CAVE PEOPLE

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early human beings and the tools you think they used in daily life.

2. Draw two early people who had just learned the use of fire, cooking an evening meal.

3. The infants of early people needed love and care in order to survive. Draw some early people caring for their infants.

GROUP III QUESTIONS

CAVEMEN AND CAVEWOMEN

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early men and women and the tools you think they used in their daily lives.

2. Draw two early men and women who had just learned the use of fire, cooking an evening meal.

3. The infants of early men and women needed love and care in order to survive. Draw some early men and women caring for their infants.

Name: "CAVEMAN STUDY"

Purpose

To illustrate the importance of language and how it can limit our perceptions.

-41-

Setting

Grades 7-12
Individual and Group

Material

1. Paper
2. Pencil
3. A copy of questions

Time

One class period

Process

Facilitator divides students into three groups, I, II, III. Each student receives set of the three questions designated by their group number (following page). Ask students to work alone and draw pictures based on the sentences they received. After the drawings are completed, ask one student from each group to read their questions. Point out the differences in the language for each set of questions. Tally the results on the board as follows:

	Group I	Group II	Group III
Male students who drew all males			
Female students who drew all males			
Total students who drew all males			

Ask the following questions to help students draw some conclusions:

1. Did the number of students who drew all males change when the wording was changed?
2. Cooking and caring for children are roles our society believes to be female. (If students drew mostly males) Why do you think so many students drew pictures of early men in these roles?
3. Based on the number of male and female students who drew all male pictures, do you think female students are more aware of women?
4. Do you think words make a difference.

WHAT IS FREESTYLE?

Freestyle is a career-awareness project designed to encourage nine- to twelve-year-old children to freely explore their interests, develop their skills, and choose their career paths. That means that every child, regardless of sex or ethnic background, is invited to learn, allowed to make choices, and inspired to grow as a unique individual without being limited by unfair restrictions.

Although the goal is fair, and most people would agree that it has merit, a major stumbling block continues to unfairly inhibit children's development and restrict their career ambitions. That stumbling block is called stereotyping.

The Freestyle television programs and non-broadcast materials focus on reducing the effects of stereotyping on children's career development by heightening their awareness of and teaching them to question the fairness of stereotyping. At the same time the Freestyle components suggest positive ways to broaden interests and skills that will eventually lead to productive and personally satisfying careers.

Television Programs. Thirteen entertaining half-hour programs encourage the children to think about their interests, talents, and career ambitions as well as their attitudes toward sex-role and ethnic stereotyping. For school use, each program is divided into two fifteen-minute segments.

FREESTYLE GOALS

The following goals form the basis of all the Freestyle components; they are considered by the project developers to be fundamental to encouraging children to discover their fullest individual potential without the restrictions of sex-role or ethnic stereotyping. These goals are identified in the Freestyle Guide units by the words in parentheses following each goal.

1. Children will learn to identify their skills and attitudes and relate them to potential career choices without the restrictions of sex-role stereotyping and of ethnicity as it affects sex-role stereotyping. (Nontraditional Skills and Interests/Stereotyping)

2. Children will develop an understanding of the changing roles of men and women as adult workers and family members. (Changing Roles)

3. Children, especially boys, will be able to identify helping skills, emotional expressiveness, and empathy for others, and recognize how those behaviors relate to work and family roles. (Helping Skills)

4. Children will learn about selected behavior strategies, such as independence, initiative, self-direction, assertiveness, and cooperation, and how those strategies influence educational progress and occupational preparation. Independence, initiative, and self-direction are especially important for girls. (Independence/Assertiveness/Cooperation)

5. Children, especially girls, will recognize that taking responsibility and providing responsible leadership are essential to educational progress and career development. (Responsible Leadership)

6. Children will recognize that taking reasonable risks and learning how to cope with the success or failure that results from taking risks are necessary for educational progress and career development. (Reasonable Risk-Taking)

Trix Harbin Project Coordinator
Caro High School
301 Hooper St.
Caro, Mi. 48723
517-673 3166

SEX EQUITY PROJECT MATERIALS: CARO COMMUNITY SCHOOLS 79/80

I. Vocational Teachers Recruitment Models (for grades 8 and 9)
   A. Four (4) one (1) hour sex-affirmative or bias-free presentations.
      1. Business
      2. Home Economics
      3. Trade and Industry
      4. Agriculture

   B. Sample Form (see attached for #1)
      1. Objectives
      2. Activities

   C. Supplementary Materials in Appendix

II. New Pioneers Booklet
   A. Non-traditional male and female role models from local business and industry (see attached sheet #2)

   B. The Foreword
      1. Procedures
      2. Classroom Uses

III. English Class Unit Models (for grades 8,9,10)
   A. The Format (see attached for #3)

   B. Infusion: simultaneous teaching of two objectives-sex equity and content area

   C. Activity Sheets (color coded-follow each lesson plan)

   D. Table of Contents
      1. Time Tables
      2. Unit Outline

   E. Available Units
      1. Basic Writing Skills
      2. Poetry
      3. Creative Writing
      4. Short Story
      5. Daily Lesson Plan

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The Recruiting Plan:

1. Goal: To significantly increase enrollments of non-traditional students in vocational education classes in Caro High School.

2. Program area(s) covered in this recruiting plan: _____

_____

_____

3. Why did you select this(these) program area(s)? _____

_____

_____

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: _____ ____

_____

_____

Objective #2: _____

_____

_____

Objective #3: _____

_____

_____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

Objective #1

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

A GROWING LIST: VOCATIONAL PIONEERS

CARO COMMUNITY SCHOOLS

SEX EQUITY PROJECT

OFFICE OCCUPATIONS

Janet Densmore . . . . . Property Owner/Landlady
Randall Colling . . . . . Cashier
Jane E. Grady . . . . . Sales Representative
Mary B. Rabideau. . . . . Ben Franklin, Manager
Mary Ann Vandemark. . . . . Human Development Executive
Elgene Keller . . . . . .County Treasurer
Ken Gangler . . . . . .Court Typist
Arlene Wirth. . . . . .Sports Writer, Tuscola County Advertiser
Mike Putnam . . . . . .File Clerk
Elsie Hicks . . . . . .County Clerk
Margaret Botsford . . . . . Inspector
Cindy Clements . . . . . Radio Advertising

POWER/INDUSTRIAL ARTS

Margaret Botsford . . . . . .Welder
Lori Lobdell . . . . . .Production, Automotive
Alice Johnston. . . . . .Graphic Arts & Presses
Fran Kearn. . . . . .Mechanic
Donna Hayes . . . .Press Machinery
Cecelia Nelson. . . . . Wood, Formica
Donna Donovan . . . . . .Warehouse Person
Kristin McCoy . . . . . Camera Person
Esther Fritz . . . . . Carpenter

HEALTH

Sheila Everts . . . . . .Pharmacist
Don Davis . . . . . Pediatrics Nurse
Fe Quiness. . . . . .Doctor
Cindy Bublitz . . . . . Emergency Medical Technician
Suman Goyal . . . . . Clinical Pathologist
Gary Barber . . . . . Dietician

LAW

Odessa Bogan. . . . . Adult Probation & Parole
Kathy Boyle . . . . . .Assistant Prosecutor
Luan Schreck. . . . . State Trooper

HOME ECONOMICS

Gary Barber . . . . . Domestic Service Aide
Roger Reid. . . . . Fabrics
Terry Dunham. . . . . Caterer

COSMETOLOGY

Walter Red Elk. . . . . Cosmetologist
Howard L. Schmidt . . . . . .Howard's Caro Beauty Academy

AGRICULTURE

Vicki Smith. . . . . .Soil Conservation Service

INFUSED LESSON PLAN

Title:

Subject:

Purpose:

Content area:

Career goal:

Primary Activity:

Materials:

Evaluation:

Comments:

LIST OF RESOURCE MATERIALS

For Helping Students Expand Their Vocational Options

May 1980

Professional Development

ITEM NO.		UNIT COST
101	BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level. 1978. WEEAP/EDC. 457 p.	15.60
102	BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/High Education Level. 1978. WEEAP/EDC. 582 p. Comprehensive in-service guide for educators and community members. Includes instructions and materials for several workshops on bias in language, instructional materials, media, administrative practices, and teaching and counseling behaviors. Includes evaluation and planning components. Unique aspect is coding of each activity for awareness level and risk factor. Balanced male/female focus.	20.40
103	Equal is Better: A Voc. Ed. Guide to Sex Fairness Resources and the Law. 1979. The National Center for Research in Vocational Education. 145 p. Secondary/postsecondary. Guide to recently developed resources for promoting sex equity in vocational programs. Part I includes lists and one-page descriptions of materials for administrative, curriculum and classroom, guidance, community, and reference resources. Each item description includes cost, availability and type of resource. Part 2 gives brief summaries of Title II and Title IX, and information on other laws pertaining to sex equity in education and employment. Female focus.	8.50
104	Equity Counseling for Community College Women. 1978. EDC/WEEAP. 306 p. Postsecondary. Contains descriptions of six counseling programs developed by two-year colleges across the country. Intended to help counseling departments develop or improve outreach counseling and vocational guidance to women at postsecondary institutions. Includes information on how to develop programs for specific populations, including minority women and displaced homemakers. Outlines step by-step, the development and implementation of the programs. Female focus.	7.20

Fascinating World of Work

National Career Consultants, Inc.
1300 E. Arapaho Road
Richardson, Texas 75801

Photos of Men in the Nurturing Role

Women's Action Alliance
370 Lexington Avenue
New York, N.Y.

The following materials were duplicated by the Michigan Vocational Resources Center for this dissemination project. Educational agencies are entitled to reproduce these materials.

Those People Really Are Doing Those Jobs

Road Map to Change, 1

Road Map to Change, 2

Great Opportunity

People Working Posters

Career Alternatives

New Career Realizations

Expanding Career Options

Cabinets, Carrot Seeds & Computers

An Equal Chance

A Student's Guide to Title IX

* *

There are other resources that can be borrowed from the Michigan Vocational Education Resource Center. For further information contact Gloria Kielbaso, 301 Erickson Hall, Michigan State University. East Lansing, MI 48824. Telephone (517) 353-4397. Materials can also be borrowed from the State Library. Ask for the booklet "Sex Equity in Education: An Annotated Bibliography" from the Information Dissemination Service Center, State Library Services, Michigan Department of Education, Box 30007, Lansing, Michigan 48909 (517/374-9637).

* *

This list of Resource Materials was prepared by the Office for Occupational Opportunity, Vocational-Technical Education Service, Michigan Department of Education.

If you wish to order additional materials directly from publishers or vendors, the following list is for your convenience.

Equal is Better

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Born Free Training Packets
Freedom for Individual Development
Equity Counseling for Community College Women
New Directions for Rural Women

WEEAP/EDC
55 Chapel Street
Newton, Mass. 02160

Changing Images

University of California
Extension Media Center
2223 Fulton Street
Berkley, Calif. 94720

Turning Points

Perspective Films
369 W. Erie Street
Chicago, Ill. 60601

Expanded Roles in a Changing World

Project MOVE
Dept. of Voc. Tech. Ed.
SUNY College of Technology
811 Court Street
Utica, N.Y. 13502

Sex Stereotyping in Instructional Materials

WEECN
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

When I Grow Up

MTI Teleprograms, Inc.
4825 N. Scott Street, Suite 23
Schiller Park, Ill. 60178

A Man's Place

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42nd Street
New York, New York 10036

Different Folks

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

FHA Posters

FHA
2010 Massachusetts Ave., N.W.
Washington, D.C. 20036

Try It, You'll Like It

Resource Center on Sex Roles in Education
NFIE, Room 804-E
1201 16th Street, N.W.
Washington, D.C. 20036

Freestyle

Pat Seeley, Room 250
Division of Educational Media
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, Calif. 90242

ITEM NO.		UNIT COST
149	An Equal Chance: A Parent's Introduction to Sex Fairness in Vocational Education. 1978. Michigan Vocational Resources Center. 23 p. Secondary. (On 1979 list). Booklet for parents of vocational education students. Explains laws applicable to sex equity in vocational education, statistics on men and women's pay, and gives suggestions for action. Balanced female/male focus.	1.10
150	A Student's Guide to Title IX. 1980. Michigan Vocational Resources Center. 10 p. $.50 each, min. order 20. Secondary. Booklet developed by the Office of Sex Equity in Education, Michigan Department of Education. Gives step-by-step explanation of Title IX, and explains what students' rights and responsibilities are under Title IX. Could be used by local Title IX Coordinator to inform students of rights and procedures. Balanced male/female focus.	10.00

ITEM NO.		UNIT COST
143	Fascinating World of Work-Welders. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary	34.00
144	Sex Stereotyping in Instructional Materials and Television Awareness Kit. 1978. WEECN. 50 p. Secondary Guide describes the extent and type of sex role stereotyping and bias that exist in instructional materials and television programs. Provides guidelines for identifying sex bias, including worksheets for students to use in classroom setting. Deals briefly with race/ethnic bias in television programs. Balanced female/male focus.	3.50
145	Career Alternatives. 1979. Michigan Vocational Resources Center. Module/cassette tape/posters. Junior High. (On 1979 list). A five lesson module to help students resist the limitations of sex role stereotypes and plan their careers and lives in accordance with their individual values and skills. Cartoon posters facilitate discussion of stereotypes. Contains camera ready handouts, pre/post tests. Balanced female/male focus.	11.00
146	Expanding Career Options: A Social Science Approach. 1979 Michigan Vocational Resources Center. Module/cassette tape. Secondary. (On 1979 list). A five lesson module exploring the impact of sex role stereotyping on the world of work and individual lives. Contains camera ready handouts, including pre/post tests. Cassette has recorded interviews with woman farm manager, male surgical nurse, woman architect, and a man who is a day care center director. Pilot tested in Michigan. Balanced male/female focus.	7.70
147	New Career Realizations. 1979. Michigan Vocational Resources Center. Junior High. (On 1979 list). A five lesson module exploring sex role stereotyping as it pertains to vocational planning and family roles. Teaches decision-making skills. Helps students match personality traits with job options. Contains camera ready handouts including pre/post tests. Balanced female/male focus.	4.70
	Community Parent Awareness	
148	Cabinets, Carrot Seeds & Computers. 1979. Michigan Vocational Resources Center. 8 p. Secondary Booklets for parents. Excellent for open houses. Describes eight vocational program areas in a bias free manner. Gives parents suggestions for helping their children explore career/job areas without the limits imposed by sex stereotyping of occupations. Race/ethnic/handicapper fair. Balanced male/female focus.	8.75

ITEM NO.		UNIT COST
130	Fascinating World of Work-Carpenters. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide Student worksheets. Secondary.	34.00
131	Fascinating World of Work-Computer Programmers. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
132	Fascinating World of Work-Commercial Art. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
133	Fascinating World of Work-Cook/Chef. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's Guide. Student worksheets. Secondary.	34.00
134	Fascinating World of Work-Dental Hygienist. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
135	Fascinating World of Work-Electricians. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
136	Fascinating World of Work-Hairstylists/Barbers. (n.d.) National Career Consultants 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
137	Fascinating World of Work-Nursing. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
138	Fascinating World of Work-Machinists. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
139	Fascinating World of Work-Plumbers. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
140	Fascinating World of Work-Radio/TV Repair. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's Guide. Student worksheets. Secondary.	34.00
141	Fascinating World of Work-Retail Buyers. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary	34.00
142	Fascinating World of Work-Secretaries. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary	34.00

ITEM NO.		UNIT COST
124	FREESTYLE: Stereotyping. 1979. Los Angeles County Supt. of School. 30 min. 3/4" videotape. Color. Guide. Junior High/ Secondary. A combination of short segments and skits to define stereotyping and demonstrate its limiting effects. Segments include a song and dance number in a stereotyping factory,animation, a basketball game between girls and boys, and short skits of women and men in non-traditional jobs. Balanced male/female focus.	43.00
125	FREESTYLE: Hey, Mom! 1979. Los Angeles County Supt. of Schools. 30 min. 3/4" videotape. Color. Guide. Junior High/Secondary. When a homemaker becomes an apprentice machine operator, she meets resistance from her husband and children. The family does adjust to the changes in their homelife, and every member learns from the experience. Female focus.	43.00
126	FREESTYLE: Grease Monkey. 1979. Los Angeles County Supt. of Schools. 30 min. 3/4" videotape. Color. Guide. Junior High/ Secondary. Story of a young girl's summer job as a gas station attendant. Female focus.	43.00
127	Fascinating World of Work. (n.d.) National Career Consultants. 15 min. Sound filmstrips. Color. Teacher's guide. Student worksheets. Secondary. Career specific filmstrips which provide information on training, working conditions, compensation, and other work-related factors. Presents a woman and a man in each occupation, and stresses that students select training and careers on the basis of interests and skills. Looks at one day of work in each career examined, including how work affects home life roles. Balanced male/female focus. Complete set of 16 filmstrips listed below. Used with Michigan Occupational Information System (MOIS):	530.00
128	Fascinating World of Work-Air Conditioning and Refrigeration Repair. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
129	Fascinating World of Work-Automobile Mechanics. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00

ITEM NO.		UNIT COST
119	Photos of Men in the Nurturing Role. (n.d.) Women's Action Alliance. Set of eight 8"x10" photos and 16"x20" poster. Black and white. Secondary. (On 1979 list). Photos showing men in care-giving roles: a day care teacher; community volunteers; men in nurseries and child care centers; nurses; sharing child care responsibility with wife. The poster is a series of photos of a grandfather and granddaughter. Race/ethnic fair. Male focus.	5.00

Classroom Activities

120	Expanded Roles in a Changing World. 1978. MOVE, 8 min. Sound filmstrip. Color. Script. Junior High. Through the use of advertisements, media images, and portrayals of men and women in traditional and non-traditional roles, this filmstrip focuses on the changes in social roles, why sex discrimination is unjust, and how sex bias and sex role stereotyping are unfair and damaging. Shows how the move from stereotypic roles in work and home lives helps both women and men. Race/ethnic fair. Balanced female/male focus.	5.25
121	FREESTYLE. 1979. Los Angeles County Supt. of Schools. 30 min. 3/4" videotape. Color. Guide. Junior High/Secondary Complete set of 13 videotapes designed to increase student awareness of sex, racial, ethnic, and handicapper biases and stereotypes. Balanced female/male focus. (5 tapes described below)	466.00
122	FREESTYLE: Partners. 1979. Los Angeles County Supt. of Schools 30 min. 3/4" videotape. Color. Guide. Junior High/Secondary Story of two young people, Penny and Marcus, who set up a home repair service for spending money. Examines sex bias in female/male working relationships and shows how cooperation can resolve many problems. Balanced male/female focus.	43.00
123	FREESTYLE: Scoop. 1979. Los Angeles County Supt. of Schools. Two - 30 min. 3/4" videotapes. Color. Guide. Junior High/ Secondary. Student newspaper reporters research and write articles on possible sex discrimination in employment practices in their community, and must decide whether the "real" story is discrimination or whether bias, stereotyping, and traditional attitudes have much to do with what jobs women and men hold. Racial/ethnic fair. Balanced female/male focus.	86.00

ITEM NO.		UNIT COST
114	FHA Posters. (N.D.) FHA. Set of four 18"x 24" posters. Black and white. Secondary. (On 1979 list).	13.00
	Developed as part of a public service campaign to promote "Everyone is a Homemaker" theme. Included is "Crusher Lizowski" poster, showing a burley-looking man in apron. "One Skill" poster outlines reasons everyone needs homemaking skills. "Life Quiz" deals with home survival skills. "The Average Homemaker" poster dispels common myths about homemaking. Could be used to balance existing female-biased materials in consumer homemaking courses. Male focus.	
115	Great Opportunity. 1979. Michigan Vocational Resources Center. 15 min. Sound filmstrip. Color. Script. Junior High.	12.00
	Uses original art work and up-beat illustrations and music to present vocational education in a sex-fair, sex-affirmative manner. This snow will help counselors and teachers in their effort to recruit students into non-traditional training and careers. It provides the idea of "researching" what jobs are like and of taking responsibility for one's own life. Racial/ethnic/handicapper fair. Balanced male/female focus.	
116	People Working posters. 1980. Michigan Vocational Resources Center. 18"x24". Color. (30¢ ea. min. order 10). Junior High/Secondary	3.00
	Poster depicting the familiar orange construction sign, "men working," in various stages of change, to "men and women work-in," and finally, to "people working."	
117	Try It, You'll Like It: A Student's Guide to Non-Sexist Vocational Education. 1978. Resource Center on Sex Roles in Education. 57 p. $.60 each, min. order 10. Secondary (On 1979 list).	6.00
	Expendable item for individual student use. Contains seven major sections, based on career education model of exploring interests/family roles/the world of work/vocational choices/legal rights. Self-paced, self-explanatory. Could be used in classroom setting. Balanced male/female focus.	
118	Turning Points: A Profile of Three Adult Women in College. (n.d.) Perspective Films. 33 min. 16mm film or 3/4 videotape. Color. Postsecondary	504.00 film 380.00 v.t.
	Three women are interviewed and filmed who have decided to attend college to become self-supporting or help with financial stresses placed upon them and their families. A supervisor in a department store enters a prenursing program; a single parent on public assistance studies secretarial science; and a middle-class women, living on her part-time income and her husband's disability pension, studies business management. Portrays how career, personal fulfillment, and family life can be sucessfully blended. Race/economic status fair. Female focus.	

ITEM NO.		UNIT COST
110	When I Grow Up. 1978 MTI Teleprograms. 20 min. 16mm film. Color. Guide. Secondary. (On 1979 list). Seven sequences showing school personnel interacting with students from elementary through senior high school. Includes elementary principal disciplining a girl and boy differently; a math teacher treating male and female students in a biased manner; a counselor thinking about a flight attendant career for a young woman who would rather be a pilot; and an auto mechanics instructor who copes effectively and positively with the problems of the only female student in his class. Balanced female/male focus.	357.00

Guidance and Counseling

111	A Man's Place. (1979) Center for Advanced Studies in Education. 30 min. 16mm film. Color. Secondary/postsecondary, New and expanded roles for men are depicted through this documentary film about five men. The film progresses from radical role reversals of a husband who works as a full-time homemaker to the moderate role expansion of a working couple sharing home responsibilities. Includes husband taking paternity leave, a man working as a municipal hospital nurse, and a couple sharing responsibilities in a carpentry business. Includes person-on-the-street interviews to deal with major issues raised by the five men featured. Race fair. Male focus	400.00
112	Different Folks. (n.d.) Agency for Instructional Television. 15 min. 16mm film. Color. Guide. Junior High. (On 1979 list). Story of a teenage boy who has a conflict with his friends because his parents share home responsibilities. Mother works outside the home as a veterinarian, and father works from the home as a free-lance artist. Attempts to show that interests and responsibilities are not gender-based. Male focus.	220.00
113	Changing Images. (n.d.) University of California. 15 min. 16mm film. Black and white. Secondary. Through the comments and discussion of third grade minority students, viewers gain new insight into sex bias and sex role stereotyping. Girls write what boys (supposedly) can't do and boys write what girls (supposedly) can't do. The class discusses these lists and some of the children observe that girls and boys can do some of the "can'ts" for their gender. Students also discuss what careers they want to explore; biases they have toward non-traditional careers; parent models; and wnat others think of the non-traditional worker. Balanced male/female focus.	159.50

ITEM NO.		UNIT COST
105	Freedom for Individual Development. 1978. WEEAP/EDC 5 modules. Secondary. In-service program for school staff and community members. Includes trainer's guide, instructions for school/community workshop, counseling and guidance workshop, vocational administrators and teachers workshop, and methods for review of instructional materials and teaching methods. Each module contains pre/post test, handouts for workshop, and activities. Deals briefly with race/ethnic bias. Female focus.	11.10
106	New Directions for Rural Women: A workshop Leader's Manual. 1978. WEEAP/EDC. 40 p. Postsecondary Manual for trainers who wish to conduct a workshop to encourage rural women to explore education and career training options in their local area. Includes guidelines for organizing, staffing, promoting, and evaluating the workshop. Female focus.	3.30
107	Road Map to Change, 1: Diagnostic Package for Evaluating Bias in Vocational Education. 1979. Michigan Vocational Resources Center. 65 p. Secondary (On 1979 list). Brief, step-by-step approach to building a long-range plan to expand vocational options. Balanced male/female focus.	4.50
108	Road Map to Change, 2: Workbook for the Development of Non-Biased Instructional Materials. 1979. Michigan Vocational Resources Center. 77 p. Secondary (On 1979 list). Set of sequenced exercises designed to increase skills in recognizing and eliminating sex bias in instructional materials. Includes review of language, roles, character and personality traits, physical appearance, and graphics. Provides guidelines for dealing with biased materials. Balanced female/male focus.	4.50
109	Those People Really are Doing Those Jobs. (n.d.) Michigan Vocational Resources Center. 12 min. Sound filmstrip (inaudible cue only). Color. Script. Secondary. Deals with issue of whether or not women and men are really moving in substantial numbers into occupations and roles previously held by the other sex. All photographs are of actual people doing their jobs and discussing their work. Encourages parents and educators to further encourage students to expand their options. Racial/ethnic fair. Balanced male/female focus.	12.00

USING ROLE MODELS

During any of the modules, it is recommended that teachers use community resources in the classroom to serve as role models, the purpose being for students to see the relationship between what they study and the world beyond the classroom.

The list of role models can be generated by the students with the use of a survey. Do not limit them to occupational roles, but try to include all the life roles.

A survey might be in the following form:

Student's Name _____ Period _____

List three types of people or specific occupations for which you would like to have role models visit the classroom:

1. _____
2. _____
3. _____

What occupations are represented in your family?

Mother_____ Father_____ Guardian_____

Do you think they would serve as a role model?

Out of the list which the students have identified as being in their interest areas, some specific trends will probably emerge.

Present the list to the class and ask them to determine their preferred role models, then follow this suggested procedure:

Directions

1. Identify and arrange for a role model to visit your classroom.

   See suggested letter for a list of suggestions to prepare a role model for the classroom.

2. On the day before the role model's visit:

   a. Thoroughly prepare the students for the visit.

   Be sure to include:
   1) *Who is coming.*
   2) *What role he/she will be modeling.*
   3) *How this relates to what is being studied in class.*
   4) *Make comments that will generate interest and enthusiasm in the students.*

b. Lead a class discussion to generate a list of appropriate questions to ask the role model. (Use the chalkboard or an overhead projector.)

See the list of questions suggested to the role model. These are stated in general terms and would need to be made specific for the particular role model you are using.

c. Have the students volunteer (or be assigned) to ask particular questions.

This approach, by design, gets the students involved rather than being entertained as spectators. Be sure to assign questions to shy students also.

d. Inform the student that they will have a brief quiz on what they learn from the role model.

Tell them exactly what the questions will be so that they will know to what to give particular attention.

3. On the day of the role model's visit:

a. Inform the school office so that when the role model reports they can be guided to the correct room.

Give the role model's name, title, time of arrival, and room number.

b. Greet the role model warmly with a handshake, and briefly reaffirm the points you want the role model to make.

c. Have the role model make the presentation.

If you feel the role model is not making some necessary points or should modify the presentation in some way, be sure to interrupt and suggest the change. Remember: you are the teacher, this is your classroom, and it's your responsibility to guide the learning experience in the way you feel it should go.

4. Day after the role model's visit:

a. Conduct a class discussion to review the role model's visit. Make sure the points pertinent to the evaluation are reviewed.

b. Administer the evaluation.

SAMPLE LETTER FOR ROLE MODELS

Dear _____:

I'm pleased that you will be able to visit my classroom to act as a role model. The class you are visiting is called _____ and the students are between the ages of _____ and _____.

Here are some suggestions to consider while preparing to visit us.

1. Relating to the Students

   Relate your topic to the immediate experiences and concerns of the students. Show the connection between your life-role and school subject. Let them know how this information is, or could be, useful to them now as well as later in their lives.

   Put yourself on friendly terms with the students. This can be done by relating a humorous anecdote, telling an interesting story having to do with your topic, or simply adopting an informal, conversational speaking style.

   To help the students see you as a "real" person, include some personal background.

   - Describe your family.
   - Talk about your hobbies.
   - Discuss some of your outside interests.

2. Get the Students Involved

   Bring a variety of items that you use in your life-role to show to the class. Things that you take for granted will be new and interesting to students; i.e., tools, instruments, books, products, uniforms, etc. (Even a napkin or an ink pen can be exciting if pulled from a mysterious bag.) Being able to touch and handle things is important at all levels. Allow time to circulate the items you bring with you.

   Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you may decide simply to direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.

   If you have samples, pictures, pamphlets, posters, etc., that you can leave with the class it will be very helpful.

3. Question and Answer Session

Allow time for a question and answer session after your presentation.

Here are some general questions that you will want to consider:

- Talk about your life-role.
- What are your duties and responsibilities?
- What are your working hours?
- Do you wear special clothing?
- What equipment or instruments do you use?
- What are the working conditions--outdoors, indoors, noise, temperature?
- How are the subjects that are taught in school useful in what you do?
- In what ways do you depend on other people to help you do your work?
- In what ways do others depend on the work you do?
- How does society benefit from your work?
- Do you like what you're doing?
- How much education and/or what training is necessary for this life-role?

We are looking forward to your visit.

Sincerely,

Teacher _____

We will be expecting you at ___:__ on _____.
The school's phone number is _____ in case you have any questions.

EVALUATION SHEET

Name _____ Period _____ Date _____

Directions: Answer the following questions.

1. What life-role did the class visitor talk about?

_____

2. Describe it briefly.

_____

_____

_____

_____

3. What training, education, special skills, or knowledge was required for this life-role?

_____

_____

_____

4. Briefly discuss two (2) things of interest that you learned from the visitor.

(1) _____

_____

_____

_____

(2) _____

_____

_____

_____

Lighthouse Recruitment Models for Sex Equity in Vocational Education 1980-81

RECRUITMENT MODEL
PROJECT ABSTRACT

Date:_____

A. Identification Information:

Name of Project:_____

Name of School Building(s):_____

_____

School District:_____

Address:_____City:_____Zip:_____

Program Director:_____Phone: ( )_____

Title of Contact Person_____

B. Project Description:

Briefly describe how you intend to meet the following objectives (use additional sheets if necessary):

1. Receive recruitment model training:_____

_____

_____

2. Conduct awareness training in sex equity for building staff and or community:

_____

_____

_____

3. Develop plans for increasing students' career selections and vocational enrollment in areas considered nontraditional for their sex:

_____

_____

4. Expose students to career education that is both sex fair (for informing) and sex affirmative (for recruiting):_____

_____

5. Review career and vocational material for sex bias: _____

_____

6. Identify community pioneers (people in jobs/careers considered non-traditional for their sex): _____

_____

7. Other important objectives or aspects of your project: _____

_____

C. Target Populations:

Describe the groups to be involved in your sex equity recruitment model project. This may change, of course. Revisions in actual numbers and types can be indicated in quarterly reports.

8. Grade Level (s) to be involved:

___6, ___7, ___8, ___9, ___10, ___11, ___12

9. No. of students by sex and grade level to be directly affected by the recruitment model program:

Grade 6	7	8	9	10	11	12	Total
Male _____							
Female _____							
Total _____							

10. Number and type of staff to be trained on designing/implementing sex equity plans: (Hours - maximum level)

(a) Administrators_____ (d) Counselors_____

(b) Vocational Teachers_____ (e) Media People_____

(c) General Education teachers_____ (f) Others (describe)_____

11. No. of staff and/or community members to participate in awareness activities: (Hours - maximum level)

(a) Staff_____ (b) Community members_____

12. Others to be involved in your project (describe who and how involved):

_____

_____

_____

D. Evaluation Plans:

Briefly describe how you plan to evaluate your effectivesness in meeting Objectives 1-7 in Section B above:

(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

(5) _____

_____

(6) _____

_____

(7) _____

_____

Please return one copy of the Project Abstract to each of the following persons:

(a) Dr. Sara Ann Lincoln
Sex Equity Coordinator
Vocational-Technical Education Service
Box 30009
Lansing, Mi. 48909

(b) Your CEPD-Vocational Coordinator

cc: Intermediate School Superintendent
CEPD Vocational-Technical Specialist

PROGRAM SURVEY II Rev. 9/80

Expanding Career Options Project

Identification Data (Mark an "x" in the box next to answer which is correct for you or write the information in the blanks).

1. Phone Number: ☐☐☐ — ☐☐☐☐

2. Teacher's Name: _____
☐☐☐ (Ignore this box)

3. Class Hour: _____
☐☐☐ (Ignore this box)

4. School Name: _____
☐☐☐ (Ignore this box)

5. School District Name: _____
☐☐☐ (Ignore this box)

6. Sex:
☐ Male
☐ Female

7. Group:
☐ 1
☐ 2

8. Test:
☐ 1
☐ 2

9. Grade:
☐ 6 ☐ 10
☐ 7 ☐ 11
☐ 8 ☐ 12
☐ 9 ☐ Over 12

There are several sections to this survey. Each section asks you to answer questions in a different way. Read the directions for each section and then answer the questions. If you need help, ask your teacher or counselor.

SECTION A

DIRECTIONS: For items 6-13, mark an "x" in the box next to the answer which is correct for you.

10. What are your plans for education beyond high school?

☐ A. junior or community college
☐ B. four year college or university
☐ C. business or technical school
☐ D. on-the-job training or apprenticeship training
☐ E. none

11. What are your work plans for working after graduating from high school or leaving before high school graduation?

☐ A. begin working immediately
☐ B. begin working after more education or training
☐ C. do not plan to work
☐ D. undecided, but I have given it quite a bit of thought
☐ E. undecided, I haven't really thought too much about it yet

12. How many females who live in your home work outside the home?

☐A. 0
☐B. 1
☐C. 2
☐D. 3
☐E. 4 or more

13. Have you decided on a job or career yet?

☐A. Yes
☐B. No

SECTION B

DIRECTIONS: For items 14-21, mark the box next to true if you think the statement is true, mark the box next to false if you think the statement is false.

14. People who work at jobs like plumbing, welding, electrician, etc. earn below an average income.

☐True
☐False

15. Females tend to prepare for jobs which are lower paying than those for which males prepare.

☐True
☐False

16. Advertising reinforces the pattern of males going into certain jobs and females going into other jobs.

☐True
☐False

17. About 30% of all engineers and physicians in the United States are women.

☐True
☐False

18. It is legal for employers to refuse a person employment because they are male or because they are female.

☐True
☐False

19. Today there are few job openings for women in skilled jobs such as plumbing and welding..

☐True
☐False

20. The typical women worker today is single and under 25.

☐True
☐False

21. In high school, a girl can learn to be an auto mechanic.

☐True
☐False

SECTION C

DIRECTIONS: For items 22-26, mark the box next to the best answer for each question.

22. Of all married women, approximately ___% are working outside the home.

☐A. 10
☐B. 40
☐C. 60
☐D. 85

23. ____ out of 10 married women will work outside the home for a good part of their life.

☐A. 3
☐B. 5
☐C. 6
☐D. 9

24. The average income of working women who have earned a college degree is equal to that of the average income of working men who have finished

☐A. 8th grade
☐B. high school
☐C. college
☐D. graduate training

25. Of all the women working, ____% have office jobs or jobs like waitress, housekeeper or salesperson.

☐A. 20
☐B. 50
☐C. 70
☐D. 90

26. Mary told her boss that she should earn the same amount of money for her job as did the male employees (who were paid more) because she had the same responsibilities they did. Her boss said no. Is her boss correct?

☐A. Yes, each employer can determine how much money an employee earns.
☐B. Yes, because Mary should prove she can do the job as well as a man before she is paid the same as one.
☐C. No, it is illegal to pay employees different amounts because of their sex.
☐D. No, the boss should pay Mary more money to keep her happy.

SECTION D

DIRECTIONS: For items 27-33, indicate which of the following occupational titles are limited to one sex only.

27. Businessman

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

28. Letter carrier

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

29. Fireman

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

30. Chairman

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

31. Lawyer

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

32. Doctor

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

33. Waitress

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

SECTION E

DIRECTIONS: Items 34-48 are a list of jobs. Suppose you could get the training to enter any of the jobs. For each, mark yes if you would consider entering the job and mark no if you would not consider entering the job.

34. Carpenter

☐Yes
☐No

35. Secretary

☐Yes
☐No

36. Counselor

Yes
No

37. Plumber

Yes
No

Go to next column for numbers 32 - 33

38. Nurse
☐Yes
☐No

39. Junior or Senior High School Teacher
☐Yes
☐No

40. Auto Mechanic
☐Yes
☐No

41. Librarian
☐Yes
☐No

42. Department Store Salesperson
☐Yes
☐No

Go to next column for numbers 39 - 44

43. Welder
☐Yes
☐No

44. Dental Assistant
☐Yes
☐No

45. Writer or Reporter
☐Yes
☐No

46. Engineer
☐Yes
☐No

47. Supermarket Cashier
☐Yes
☐No

48. Cook/Chef
☐Yes
☐No

SECTION F

DIRECTIONS: For items 49-61, please mark the answer which tells how you feel about each statement.

49. All females should be prepared to support themselves financially.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

50. When planning for a career, a girl should consider jobs which have usually been held by men only.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

51. Most girls are physically able to be plumbers or welders.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

52. Men are better bosses than women.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

53. Women are too emotional to be fair judges.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

54. Women work for the same reasons men do.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

55. A woman can have a career while raising a family.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

56. Working women are taking jobs away from men.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

57. Women workers are absent from the job because of illness more than men.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

58. Scrubbing floors is more proper for women than mowing the lawn.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

59. Men are better than women at handling money.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

60. A married woman should not work outside the home.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

61. It is more important for sons in a family to be given job training than it is for daughters in a family to be given job training.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly Agree

THANK YOU FOR YOUR COOPERATION!

ANSWER KEY
for
Program Survey II

Note: This test is to be used both as a pre and post test for the Expanding Career Options Program.

1 - 9 Identification Information

10 - 13 Career Planning Information
No one correct response

14. B - False
15. A - True
16. A - True
17. B - False
18. B - False
19. B - False
20. B - False
21. A - True
22. C - 60%
23. D - 9
24. A - 8th grade
25. B - 50%
26. C
27. A
28. B
29. A
30. A
31. B
32. B
33. A

Items 34-38 are a list of traditional, neutral and non traditional jobs for males and females. In scoring you should calculate the number of nontraditional jobs considered for each sex.

Nontraditional Jobs for Males: Items 35, 38, 41, 44, 46

Nontraditional Jobs for Females: Items 34, 37, 40, 43, 46

Items 49-58 are attitude statements on sex bias issues. Scoring is optional; however, the following responses are indicative of positive attitudes towards sex equity.

49. A, SA	54. A, SA	59. D, SD
50. A, SA	55. A, SA	60. D, SD
51. A, SA	56. D, SD	61. D, SD
52. D, SD	57. D, SD	
53. D, SD	58. D, SD	

Appendix

SEX EQUITY FIELD TEST MODELS

OHIO CENTER FOR VOCATIONAL EDUCATION

INCREASING PARENTS' AWARENESS OF NONTRADITIONAL OPTIONS
AND LABOR MARKET TRENDS

Audience: Parents

Facilitator(s): Guidance Counselor(s)

Duration of Session: 3 hours maximum, for evening or sometime during weekend, (this can be shortened to an hour or even less by elimination or shortening of some sections).

Objective: To make students' parents aware of the different vocational education programs and of their value for the student in order to gain their support, and to help them help the students toward enlightened decisions regarding courses to take and future jobs to prepare for.

Research has shown that often students' ability to make sex-bias-free decisions about courses and jobs is decidedly low due to such causes as: lack of knowledge and awareness, fear of peer group resistance and ridicule, or lack of parental support.

This package is aimed at eliciting/increasing parental support for their children's making decisions about courses to take and jobs/careers to prepare for.

That these decisions be sex-bias-free is of prime importance here. Towards this end, activities will be designed for counselors to help them take steps that will ultimately:

- help parents realize the benefits of vocational education
- help parents increase their own awareness of nontraditional options as well as labor market trends
- help parents help their children increase the latter's awareness of these nontraditional options and labor market trends
- help parents help their children understand the process of sex-role socialization
- help parents help their children feel more comfortable about trying nontraditional roles

I. Increasing Parents' Awareness of Nontraditional Options

A. • By way of introduction, present the vocational education program areas and the various opportunities for careers in these areas.

• Distribute prepared handout adapted from "An Equal Change: A Parent's Introduction to Sex Fairness in Vocational Education."

B. Parents' Modeling Role

- Administer an opinion questionnaire which asks the parents to respond positively or negatively to statements about appropriate behavior of parents with their children.

- Initiate some role-playing. Let some assume the role of students, and the others the role of parents. Allot time for role-reversals. Pre-developed scripts will be used.

C. Dealing with Established Beliefs/Dispelling Myths About Sex Differences

- As an awareness-raising activity to break the ice regarding stereotyping, show film. (Recommended: "Sex Role Development"--a film that shows what non-sex stereotyping does for children in a family nursery school; or "Images of Males and Females"--a portrayal of various male and female sex role stereotypes.)

- Distribute a prepared multiple choice handout. Have them take the test, then instruct the group by giving the answers.

II. Increasing Parents' Awareness of Labor Market Trends

A. By way of presenting the varied opportunities for careers in the different vocational education program areas --

- Have small-group activity to discover options

- Distribute prepared pamphlet for them to take home to go over/study/understand at their own pace (pamphlet to be modeled after "Cabinets, Carrot Seeds and Computers ... Great Opportunities in Vocational Education: A Handbook for Par[illegible]").

B. By way of presenting the present work force picture (i.e., the total work force picture, women in the labor force in vocational education areas, and men in the labor force in vocational education areas --)

- Use tapes of interviews with nontraditionals. Follow it up with discussion of audience's reactions and comments.

- Show "Cinderella is Dead"--an open-ended study of women in the labor market which gives a brief history, surveys present possibilities, and prescribes mutual responsibilities to equalize opportunities.

C. By way of presenting labor market trend projections--

- Distribute prepared handouts

- Show transparencies

- Follow this up with small-group analysis, then group processing

ENHANCING THE PLACEMENT OF NONTRADITIONALS

Audience: Employer representatives, especially members of Local Advisory Councils and vocational educator representatives in program areas

Enabler(s): Local Placement Coordinator preferably teamed with a local employer, vocational education teacher or representative of the State Advisory Council.

Components: Introductory and Concluding Sessions--one hour each. At least two of five optional 30 minute sessions based around either slide/tape or panel discussions (total of 3 hours)

I. Introduction--"What A Difference A Good Job Makes"

- Discussion of attitudes, views, and experience recruiting, training, and placing/hiring male and female nontraditional workers. Possible topics include:

  -- Why there are nontraditionals
  -- How co-workers feel about nontraditionals
  -- Surprises, problems, satisfactions from nontraditionals

- Information sharing of statistics on increase of male/female nontraditionals in vocational education and work world (use transparencies and/or handouts)

- Show film or slide tape presentation to provoke thought about myths and stereotypes about nontraditional workers

- Group processing

- Establish priorities in terms of needs and choose next session

- Play Sharron Chapman tape (actual testimony of a tool and dye apprentice taped at a recruitment workshop in Iowa)

II. Five Optional 30 Minute Programs built around a sheet of assumptions (which can be used as a self-inventory or to pose questions for the panel), a 15-minute tape cassette, and discussion (plan is for at least two of the five programs to be used)

A. What Employers are Saying About Placing NTs (tape cassette)

-- First steps
-- The break-in period
-- Long term effects

Sample on assumptions sheet--"men would get things mixed up in a filing cabinet."

B. What Recruiters (CETA, postsecondary, secondary, community-based, and apprenticeship programs) are Saying About Placing NTs (tape cassette)

-- Success predictors
-- Words to the Wise
-- Track record

Sample on assumptions sheet--"Women don't want to do men's work."

C. What Nontraditionals are Saying About Placing NTs

-- Two male and two female interviews (tape cassette)

Findings of two research studies* used in assumptions sheet. Sample--"Women had to outdo men in order to hold their own." The two studies used--if none about male nontraditionals can be found--may be:

*Meyer, Herbert H. and Lee, Mary Dean, "Women in Traditionally Male Jobs: The Experiences of the Public Utility Companies," R&D Monograph 65, Washington, D.C., Employment and Training Administration, U.S. Department of Labor 1978 (ED 167 752).

Bureau for Women, "Forty-Six Pioneers: Louisiana Women in Non-traditional Jobs," Baton Rouge, Louisiana, Louisiana State Department of Health and Human Resources, 1977 (ED 150 432).

D. What Vocational Educators are Saying About Placing NTs

-- Interviews with two teachers of male intensive classes and two teachers of female intensive classes (tape cassette)

Sample on assumptions sheet--"Our equipment isn't made for women."

E. What Co-workers are Saying About Placing NTs (tape cassette)

-- Anticipated consequences
-- Actual experience
-- Adjustment to working together
-- Advantages of working with NTs

Sample on assumptions sheet--"Women are more thorough about details."

III. Conclusion--How to ...? -- Nontraditionals in the Classroom and on the Job (Choose one of four possible themes)

A. Recruit/Interview

- Divide participants into small groups to interpret situations in which employers or instructors have treated nontraditionals in one of three ways: advocacy, indifference, or bias.

- Group processing to discuss consequences and alternative behaviors

- Use Options Unlimited (Forthcoming National Center product) to discuss and develop effective recruitment strategies

B. Instruct

- Divide participants into small groups to role play nontraditional students and instructors in training situations

- Group processing -- categorize and prioritize the list of problems -- then brainstorm management coping strategies and implications for training nontraditionals

C. Supervise

- Test out the rational alternatives to Albert Ellis's 11 irrational misconceptions through role reversal skits (e.g., woman construction supervisor and male worker; male nurse student and health education teacher)

- Use copies of "Working for You" by Wider Opportunities for Women

D. Support

- Have participants work in pairs or triads composed of a vocational educator and corresponding program area employer(s). Their task is to share concerns and develop a mutual action plan that considers Maslow's characteristics of a self-actualized personality in addressing concerns like:

  -- Day care facilities
  -- Preparing traditional co-workers
  -- Placement where acceptance most likely
  -- Survey attitudes
  -- Counseling-group sessions
  -- Coping skills training
  -- Flextime

- Use copies of "Resources for Child Care" by the Day Care and Child Development Council of America, Inc.

RECRUITING STUDENTS FOR NONTRADITIONAL PROGRAMS
AT THE POSTSECONDARY LEVEL

Audience: Recruitment Officers, Counselors, Teachers

1. Reasons for Recruitment (One Hour)

   - Present the benefits to employers of hiring nontraditional workers. Stress the point that people work best at what they enjoy. Show that recruiting nontraditionals doubles potential vocational education enrollments. Also point out that women in nontraditional fields many times are sole supporters of their children and will work hard to perform well at a job that pays well. Although the audience should understand the law, remind participants of legal mandates.

   - Distribute a true and false questionnaire on Title IX and the Educational Amendments of 1976. After participants take the test, explain the legislation's intent for equal opportunity for women and men in nontraditional training by reviewing the answers.

2. Understanding the Press (One Hour)

   - Stress journalists' concern for sending relevant information to the public. Show the reporters' interest in giving specific, interesting examples to their audience. By showing recruiters what journalists are looking for, the recruiters will be better prepared to supply newspeople with appropriate information, resulting in a better article and better coverage about their program.

   - Present facts about a sample program including pertinent and irrelevant material. Have two workshop leaders demonstrate an interview, one as the reporter, the other as a program director.

   - Supply information about another sample program. Tell participants they may add to or delete from the material. Break into groups of three or four and have one person act as a reporter and the others as interviewees. Workshop leaders can join various groups to assist.

3. Prepared Media Materials (Two Hours)

   - Distribute prepared media materials: brochures, fliers, posters, news releases, advertisements, and public service announcements (PSA). Ask participants to review materials.

   - Discuss each publication separately, pointing out the reasons for including information and for organizing the information as it is. For the PSA, give advice for contacting radio and television stations. Suggest ways to adapt the materials to individual programs. Add suggestions for effective distribution of each item.

   - Group workshop participants into threes and ask them to personalize one media example for their programs. Each member of the group should work independently for a few minutes before the other two assist with the assignment. Try to see that all media examples are used. Have groups report back to the workshop audience.

MALES IN NONTRADITIONAL ROLES

Audience: Vocational Education Professionals Who Work Directly with Students (teachers, counselors)

The first function of this package is to adapt and field test four units from Being A Man written by David Sadker and edited by Cathleen M. O'Toole. The fifth unit is case studies to use in conjunction with the other four units.

1. The Male Role Stereotype--Introductory Overview (One Hour)

   - Identify the characteristics of the male role stereotype and some of the problems and sacrifices that result from conforming to it. Information includes society's code of conduct for men and the cost of those values and resulting behavior.

   - Hand out a list of partial sentences about men's activities in our society and ask participants to complete them. E.g., A sissy is _____. A tomboy is _____.

2. Pressure Point--Winning (Thirty Minutes)

   - Analyze ways in which there is heavy pressure on males to compete and win. Evaluate the positive and negative aspects of this pressure.

   - Hand out a short, unfinished story about a man faced with the final step in a competition which will result in his team winning or losing. Have the participants finish the story individually. Then, solicit responses for discussion.

3. Pressure Point--Acting Tough (Thirty Minutes)

   - Identify ways in which men act tough and some of the consequences that result.

   - Hand out a story about some high school students that argue and then fight. Ask participants to answer questions about the events and actions to create discussion.

4. Pressure Point--It's Not All Right to Cry (Thirty Minutes)

   - Identify ways in which men suppress emotions and show consequences of the suppression.

   - Role-play some situations which would create strong emotion in most people. Discuss the behaviors of the actors and actresses with the entire group using questions from an observation sheet.

   - Ask participants to recall feelings and behavior of stressful situations in their past. Solicit responses from questions such as "The last time I was scared was when _____ _____.

5. The Career "Lock-In" (One and one Half Hours)

- Discuss societal pressures which restrict men when choosing career paths. Show alternatives to traditional male jobs and explain why some men choose them.

- Provide three case studies, either on tape (20 minutes each) or in printed interviews, of men working in nontraditional areas. Discussion should center around benefits and disadvantages of the nontraditional roles.

- Ask participants to respond to questions which naturally lead from the interviews, e.g., How do you suppose the male nurse's wife feels about him working with so many female nurses? Then share the responses of the nontraditionals to the questions.

VERBAL/NONVERBAL COMMUNICATION SKILLS FOR ON THE JOB

Audience: Secondary or Postsecondary Vocational Students of Both Sexes

Enabler(s): Guidance Counselor(s)--preferably a woman and a man

Four Units: Two hours each (unit 1 can be used with 1 or more of the subsequent units)

I. Self-assessment of Communication Patterns and Recognition of Options

- Portray, via leaders doing role plays, three types of communication: assertive, aggressive and passive. Be nonjudgmental.
- Discuss (using transparencies) consequences for both sexes of stereotyped communication patterns (e.g., discuss when nurturing behavior on the job is needed by both traditional and nontraditional workers). Draw distinctions between communication patterns.
- Dramatize the implications for communication from Ellis's ten irrational beliefs using employment situations between the sexes. To do so, divide students into 5 or 10 groups to read an information card and plan role plays showing positive and negative communication. Group sharing of role plays.
- Administer self-assessment to help students identify the flexibility of their communication patterns. Discuss results and contract with students for this training program.
- As an assignment for the next unit, have students keep a diary of examples of enhancing and limiting uses of verbal communication.

II. Skill-Training-Verbal Communication

- Conduct opening exercise. In same sex groups of four, ask students to make verbal statements to the group that are enhancing. Then regroup with 2 students of each sex in groups of four and do the same.
- Discuss how students felt and what they said. Explore implications for communicating on job applications and in work situations, especially between nontraditionals and traditionals.
- Regroup in pairs to discuss diary anecdotes. Analyze strengths and weaknesses, suggesting options, using role reversals, role playing, etc. Group sharing of anecdotes.
- Play a tape cassette of a male and a female nontraditional's experience.
- In small groups of both sexes, prepare three ways of responding verbally to job situations. Group sharing of responses.

- Have students take verbal communication inventory. The higher the score, the greater the students' degree of flexibility.

- As an assignment for the next unit, have students bring in advertisements and other magazine or newspaper photographs illustrating enhancing and limiting uses of nonverbal communication.

III. Skill Training--Non-Verbal Communication

- Conduct opening exercise. Students take turns trying to express the 3 kinds of behavior (assertive, aggressive, passive) with their bodies.

- Discuss what students felt and did. Explore implications for communicating at job interviews and in work situations, especially between non-traditionals and traditionals.

- Form small groups to share and discuss pictures brought in--taking into consideration the issues raised during lecturette. Share discussion with whole group.

- Working in quartets (2 of each sex), have students use behavior rehearsal scripts geared to vocational careers. Group sharing of results.

- Have students take nonverbal communication inventory. The higher the score the greater the students' degree of appropriateness and harmony between nonverbal and verbal communication.

- As an assignment for the next unit, have students record statements encountered through TV, movies, and books that are sexually harassing toward women and/or men.

IV. Coping with Discrimination and Harassment on the Job

- Form small groups to develop sex fair dialogues to remedy those statements from media and books.

- Share skits with entire group and conduct group discussion in which the use of verbal and nonverbal assertion skills is reinforced.

- Give lecturette on sexual harassment and discrimination. Clarify how both sexes communicating with each other on the job involves handling and reacting to a power hierarchy and is largely determined by our use of verbal and nonverbal communication skills. Do exercise allowing students to choose and react to phases of power.

- Have students rank order the 7 phases of exercising power.

- For a closing motivational experience, use media such as, "Fable of He and She" or "The Tale of O" to illustrate the role of communication in stereotyping and the need felt by both sexes for sex equity.